



# Section 3

Standards-Based Instruction



SECTION

# 3

# Cattle Kingdoms



## Standards at a Glance

Students have learned how Native Americans were forced off their lands and onto reservations. Students will now focus on the rise and fall of the cattle industry.

### Section Focus Question

#### What factors led to boom and bust in the cattle industry?

Write the Section Focus Question on the board. (*Lesson focus: The discovery of a new way to herd cattle and the expansion of the railroads led to a cattle boom; weather, a depression, and an increase in small farms led to the cattle industry's decline.*)

### Prepare to Read

#### Build Background Knowledge

L2

In this section, students will be learning about the cattle industry. Using the Numbered Heads strategy (TE p. T38), have students list everything they can think of that is related to cowhands. They can include articles of clothing, songs, movies, figures of speech, or anything else that occurs to them. Write students' ideas on the board. Note that there are many things in our culture that are related to the cowhand. Review the list with students to determine any misconceptions about cowhands.

#### Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements true or false.

**All in One Teaching Resources, Unit 6,** Reading Readiness Guide, p. 19

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE p. T38) to call on students to share their group's perspectives. The students will return to these worksheets later.

### Answer

**Reading Skill** prairies; unfenced land in Texas



#### Standards Preview

**H-SS 8.12.1** Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

#### Prepare to Read

##### Reading Skill

**Use Example Clues** Writers may offer clues to a word's meaning by giving examples. Consider this sentence: "Canines such as poodles and spaniels make good companions." The examples show that *canines* means "dogs." A writer may describe an example in depth or tell what something does to help you visualize the unfamiliar word. Look for the phrases *such as* and *for example*.

**E-LA Reading 8.1.3**

#### Vocabulary Builder

##### High-Use Words

**persist**, p. 465

**myth**, p. 467

##### Key Terms and People

**open range**, p. 464

**cattle drive**, p. 464

**vaquero**, p. 466

**cow town**, p. 466

**cattle kingdom**, p. 467

**Background Knowledge** You have read how Native Americans were forced onto reservations. Now, you will learn how ranchers created a cattle industry that supplied beef to the nation.

### The Rise of the Cattle Industry

For years, wild cattle wandered the **open range, or unfenced lands**, of Texas. Called longhorns for their broad horns, they needed almost no care. They survived on prairie grass and watering holes.

**Means and Markets** The herds of cattle had grown from strays lost by Spanish ranchers. As American settlers moved in, they set up new ranches. But they did not bother to round up the stray herds because they had no means of getting them to distant markets.

As railroads swept across the Plains in the 1860s, Texans at last saw a way to reach those markets. Protein-rich beef was in demand to feed city dwellers in the East and miners and soldiers in the West.

**The Long Drives** Ranchers began rounding up the cattle in the 1860s. They hired cowhands—skilled riders who know how to herd cattle—to move the cattle to rail lines in Kansas, Missouri, and Wyoming. Some rail lines were as far away as 1,000 miles.

Spring was an ideal time to begin a **cattle drive—the herding and moving of cattle over long distances**. Grass grew tall and rivers flowed full from spring rains. The work was so demanding that cowhands brought a number of horses so that each day a fresh one would be available.

#### Main Idea

The coming of railroads gave western ranchers a way to get cattle to distant markets.



#### Use Example Clues

What is an example of an open range? What does this term mean?

### Universal Access

#### L3 Advanced Readers

**Speculating** After reading this section, have students work in pairs. Tell them to think about what would have happened to the cattle industry if railroads had not expanded so rapidly in the late 1800s.

#### L3 Gifted and Talented

Have each group give a brief newscast in which they speculate how the people and towns in the West might have been different.

The long drives lasted two to three months. They followed well-worn trails. To the east lay the famous Chisholm Trail from San Antonio, Texas, to Abilene, Kansas. To the west, the Goodnight-Loving Trail led to rail towns in Wyoming. In just one year, as many as 600,000 cattle might be moved north.

**Checkpoint** Why did cattle drives cover long distances?

## Life on the Trail

Life on the trail was hard and dangerous. The long cattle drives tested the nerve and skill of every cowhand.

**A Risky Ride** Andy Adams had driven many herds north. Never before had he seen cattle going blind with thirst. All he could do was “let them pass.” When the crazed cattle finally sniffed out water and drank, their sight returned.

Cowhands such as Andy Adams kept the herds together as the cattle moved along the trails. The cowhands developed nerves of steel, staying calm even in times of extreme stress. Trip after trip, they persisted in performing their exciting but dangerous job.

Herding cattle was certainly risky. A lightning bolt could send a herd stampeding in all directions. Swift river currents sometimes carried the longhorns away, and cowhands would have to struggle to get the panicked animals back on solid ground. Cowhands also fought grass fires, pulled the cattle from swamps, and chased off thieves.

### Main Idea

Cowhands, working long hours for low pay, learned skills developed earlier by Spanish and Mexican vaqueros.

### Vocabulary Builder

**persist** (per SĪHST) v. to endure; to continue in the face of difficulty

## Teach

# The Rise of the Cattle Industry

## Life on the Trail

H-SS 8.12.1

### Instruction

#### Vocabulary Builder

**High-Use Words** Before teaching this section, preteach the High-Use Words **myth** and **persist** using the strategy on TE page 451.

**Key Terms** Have students continue to fill in the See It–Remember It chart.

- Have students read *The Rise of the Cattle Industry* and *Life on the Trail* using the Oral Cloze strategy (TE p. T36).
- Ask: **What caused the rise of the cattle industry?** (*The expansion of the railroads into the West gave ranchers a way to supply beef to the entire nation.*)
- Ask: **How did American cowhands learn many of their skills?** (*Ranching began in Mexico, and the Spanish and Mexican vaqueros taught many American cowhands about cattle herding.*)
- Use the transparency *Cattle Trails and Railroads* to help students understand the relationship between railroads and cattle production.

**Color Transparencies**, *Cattle Trails and Railroads*

### Independent Practice

Have students begin filling in the study guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 13, Section 3 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, make sure that they understand the development of the cattle industry.

### Answers

**Checkpoint** Cattle were driven from Texas to railroad lines, which were often far away.

**MAP MASTER Skills Activity** (a) It started in San Antonio, Texas; it ended in Abilene, Kansas; the Goodnight-Loving Trail (b) As population increased, the railroads would have extended to more places, making cattle drives unnecessary.



## History Background

**Charles Goodnight** Charles Goodnight was a rancher and entrepreneur who profited greatly from the cattle boom. After the Civil War ended, Goodnight traveled throughout Texas rounding up his cattle and headed west to bring them to market.

The trail he blazed became known as the Goodnight-Loving Trail, one of the most important in the Southwest. Goodnight also bred buffalo with cattle to create “catalo,” invested in Mexican mining operations, and produced movies.

## The Wild West

H-SS 8.12.1

### Instruction


L2

- Have students read *The Wild West*. Remind them to look for details that support the Main Idea.
- Ask: **How did cow towns create the myth of the Wild West?** (*The rowdy behavior of cowhands taking a break from the trail captured the imagination of easterners who assumed every western town was the same.*)
- Ask students to brainstorm for how the myth of the Wild West might have affected Native Americans and federal policy toward them. (*Students should move toward understanding that since the West was perceived as a lawless, violent place, Native American resistance to settlement may have been seen as another example of lawlessness that had to be harshly suppressed.*)
- Ask students to complete the worksheet *Journal of James Bell, Cattle Driver* to understand the reality of life as a cowhand in the West.

All in One Teaching Resources, Unit 6, *Journal of James Bell, Cattle Driver*, p. 25

### Independent Practice


Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 13, Section 3 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate and make sure that they understand the causes and possible effects of the myth of the Wild West. Provide assistance as needed.

### Answers

 **Checkpoint** They learned to ride, rope, and brand.

**Frame Questions** Questions will vary but may include: What were the objects used for? Are the objects different from those American cowhands would use?




#### Outfitting a Vaquero

Cowhands borrowed much from early Spanish and Mexican vaqueros. The labels provide the English and Spanish names of the gear shown. **Critical Thinking: Frame Questions** What question would you want to ask a vaquero about the objects pictured here?

#### Main Idea

The West gained an exaggerated reputation for lawlessness and violence.

Approximately one third of all western cowhands were Mexican. Many others were African American and white veterans of the Civil War.

 **Checkpoint** What skills did American cowboys learn from Spanish and Mexican vaqueros?

## The Wild West

Cattle drives ended at towns along railroad lines. These towns—often unruly places—helped to create the fantasy of the Wild West.

**Cow Towns** In 1867, Joseph McCoy hit on an idea. The Illinois businessman figured that after months on the trail, cowboys were ready for a bath, a good meal, a soft bed, and some fun. Also, cattle needed to be penned as they awaited shipment east. So McCoy founded Abilene, Kansas, where the Chisholm Trail met the Kansas Pacific Railroad. Abilene was the first **cow town, or settlement at the end of a cattle trail.**

With money to be made from cowboys and their herds, rival cow towns such as Wichita and Dodge City, Kansas, soon sprang up along rail lines. Dance halls, saloons, hotels, and restaurants served the cowboys. Drinking and gambling often led to barroom brawls that spilled onto the streets. Gunfights were rare but common enough to lead towns such as Wichita to ban carrying pistols.

## Universal Access

### L1 English Language Learners

**Word Origins from Spanish** Pair Spanish speakers with native English speakers. Remind students that the words *lasso*, *vaquero*, and *sombrero* come from Spanish. Then, tell students that the English word *rodeo* comes from the Spanish *rodear*, and *tornado* from the Spanish *tornar*. Ask the

Spanish speakers to share the meanings of *rodear* (to surround) and *tornar* (to turn) to understand how the English words were derived. Have students share the pronunciations of the Spanish words with the class.

On the hot, dusty trails, cowhands could spend 18 hours a day in the saddle. Yet, for all their efforts, they earned wages of less than \$1 a day. Like mining, cattle ranching relied on a workforce of low-paid laborers.

**Spanish Roots** The cowhands driving herds north owed much to Spanish and Mexican vaqueros (vah KAYR os). **Vaquero** (from *vaca*, meaning “cow”) is the Spanish word for cowhand, or cowboy. Vaqueros tended cattle on ranches in Mexico, California, and the Southwest.

When Americans started to herd cattle, they learned from vaqueros how to ride, rope, and brand. Cowboys wore Mexican spurs and leather chaps that kept their legs safe from thorny shrubs. The broad-brimmed cowboy hat came from the Mexican *sombrero*, or “hat that provides shade.” Cowboys used a leather lariat, or lasso (from the Spanish word *lazo*), to catch cattle and horses.



**The Myth of the West** Rough-and-tumble life in cow towns helped to spread the myth of the West as a place of violence, adventure, and endless opportunity. Easterners called it the Wild West.

No one did more to promote this fantasy than William “Buffalo Bill” Cody. A former buffalo hunter, Cody created a traveling Wild West show in 1883. Gun-slinging cowboys and Native Americans performed daring feats of sharp shooting and horseback riding. They staged performances depicting frontier events, including Custer’s Last Stand. Annie Oakley broke the stereotype of the dainty woman with shooting as precise as any man’s.

The myth of the Wild West had some basis in fact. But, as you have read, the West was also being transformed. Native Americans were being forced onto reservations. Mining and ranching were big businesses. Independent miners were becoming wage earners, like cowboys. Even wild cow towns were being quieted down by settlers and ministers who wanted peaceful communities for their families and their faiths.

**Checkpoint** How true was the myth of the Wild West?

## Boom and Bust in the Cattle Kingdom

The cattle boom lasted from the 1860s to the 1880s. The region dominated by the cattle industry and its ranches, trails, and cow towns came to be called the cattle kingdom. Ranchers made large profits as herds and markets grew. But then the cattle industry collapsed.

**The Cattle Boom** At the height of the cattle boom, ranchers could buy a young calf for \$5 and sell a mature steer for \$60. Even after the expense of a cattle drive, profits were extremely high.

### Vocabulary Builder

**myth** (mihth) *n.* story or legend; imaginary object; invented story

### Main Idea

Overstocking and a spell of bad weather eventually put an end to the cattle boom.

## Boom and Bust in the Cattle Kingdom

**H-SS 8.12.1**


### Instruction

L2

- Have students read Boom and Bust in the Cattle Kingdom. Remind them to look for context clues.
- Ask: **How did ranchers make a profit?** (*They sold adult cattle for a much higher price than they had paid for them as young calves.*)
- Ask: **Why did demand for beef drop?** (*A depression meant easterners could not afford to buy as much western beef.*)

### Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 13, Section 3 (Adapted Version also available.)

### Monitor Progress

- As students complete the Notetaking Study Guide, circulate and make sure that they understand why the cattle boom ended. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

**All in One Teaching Resources**, Reading Readiness Guide, p. 19

### Links to Art

#### **Cold Morning on the Range, 1904**

by Frederic Remington

Frederic Remington was a Yale-educated easterner who became a famous painter and sculptor of western scenes. His work highlighted such themes as self-reliance and mastery over nature. In *Cold Morning on the Range* (seen here), he portrays a rider in the process of taming a wild horse. **Critical Thinking: Evaluate Information** How do you think Remington’s work added to the myth of the Wild West?



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### History Background

**Boom and Bust in a Blink** The era of the cattle boom is such an important factor in the development of the American West that some may not realize how brief it was. The Chisholm Trail was in use for only 17 years, from 1867 to 1884. The Goodnight-

Loving Trail was used from 1866 to 1884. The cattle trails began to die out in the early 1880s. The introduction of barbed wire to enclose farms cut off many trails. The last big cattle drive to Dodge City, Kansas, took place in 1881.

### Answers

**Checkpoint** The myth of the Wild West had some basis in fact, but was not entirely accurate.

**Evaluate Information** It shows cowhands doing dangerous work in an adventurous setting.

## Assess and Reteach

### Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 6, Section Quiz, p. 30

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 13, Section 3

### Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 13, Section 3 (Adapted Version also available.)

### Extend

L3

Ask students to write a song or poem that might have been sung by a cowhand on a cattle trail. Remind students that cowhands sang to pass the time, and also to calm the herds of cattle. Students' lyrics may express how the cowhands might have felt while on the long drive, what their lives were like, or what they may have thought about.

**Writing Rubric** Share this rubric with students.

**Score 1** Does not contain logical ideas and is poorly organized

**Score 2** Contains little appropriate supporting evidence and organization is unclear

**Score 3** Presents developed, supported ideas and is logical

**Score 4** Presents clearly organized, well-developed, and interesting ideas

### Answer

✓ **Checkpoint** overpopulation of cattle, a cycle of harsh weather, a depression that led to decreased demand for beef, loss of grazing land, and the expansion of railroads



#### Texas Longhorn

The horns of longhorn cattle could be six feet wide or more. The cattle used them for both attack and defense.

Profits rose still higher with the introduction of new breeds of cattle. These breeds had fewer diseases and more meat than longhorns. As a result, backers from the East and Europe invested millions in huge cattle companies. The ranches of one company alone covered almost 800 square miles in three states.

**The Boom Ends** By the mid-1880s, more than 7 million cattle roamed the open range. That was more than the land could feed. Then, beginning in 1886 and 1887, a cycle of scorching summers and frigid winters killed millions of cattle. Meanwhile, an economic depression threw many city dwellers out of work. Demand for beef dropped.

To make things worse, sheep began competing with cattle for prairie grasses across the Plains. Farmers fenced in the open range to keep cattle away from crops. Without free grazing for their herds, ranchers had to buy expensive feed.

Giant cattle ranches slowly gave way to smaller spreads that grew their own feed. As railroads expanded, their lines moved closer to the ranches. Large roundups and long cattle drives vanished. The cattle boom was over.

✓ **Checkpoint** What factors ended the cattle boom?

★ **Looking Back and Ahead** As railroads pushed across the West, the cattle industry boomed. Cowhands moved herds north on long drives to meet trains that took the cattle east. The cattle boom lasted into the 1880s. In the next section, you will read how farming changed the West.

## Section 3 | Check Your Progress



Standards Review

H-SS: 8.12.1; E-LA: Reading 8.1.3

### Progress Monitoring Online

For: Self-test with instant help  
Visit: PHSchool.com  
Web Code: mya-6133

#### Comprehension and Critical Thinking

- (a) Describe** What dangers did cowhands face on cattle drives?  
**(b) Draw Conclusions** Why do you think cowhands took these risks?
- (a) Recall** How did the expansion of railroads help to create a cattle boom?  
**(b) Identify Economic Benefits** How did the cattle boom lead to economic prosperity for many new towns in the West?

#### Reading Skill

- 3. Use Example Clues** Reread the text following the subhead "Cow Towns." How do example and description help you understand the term **cow town**? What is a cow town?

#### Vocabulary Builder

Complete each of the following sentences so that the second part further explains the first and clearly shows your understanding of the key term.

- 4. Cattle drives** brought thousands of cattle to rail lines; \_\_\_\_\_.

- 5. Vaqueros** tended cattle herds; \_\_\_\_\_.

- 6. The cattle kingdom** supplied meat to a growing nation; \_\_\_\_\_.

#### Writing

- 7.** Based on what you have read in this section about the Wild West myth, write an opinion about the effects of this myth in American life. Back up your opinion with reasons and examples from the section and from your own knowledge.

## Section 3 Check Your Progress

- (a)** fires, thieves, bad weather, dangerous rapids and swamps  
**(b)** Possible answer: They needed work and they had the necessary skills.
- (a)** Extending the rail lines meant cattle could be shipped more easily.  
**(b)** Ranchers made large profits and cowhands and railroad men spent their money in cow towns.

- Answers will vary. Students should demonstrate an understanding of the example clue.
- They covered long distances and were often dangerous.
- They were Spanish and Mexican cowhands.
- It was the region in the West where the cattle industry boomed to the 1880s.
- Students' answers should show an understanding of the Wild West myth.