Moo…sing Along

**Topic:** A history of cattle in Florida

**Grade Level:** K-12

**Time to teach lesson:** a week

**Concept:** Students will explore the history of cattle in Florida.

**Overview:** Students will understand the importance of cattle to the history of Florida. They will realize the sites and sounds of cattle are shrinking through out the state.

**Objectives/Goals:** Students will:
1. Research information on the history of cattle in Florida
2. Create a timeline of the history of cattle in Florida
3. Analyze maps on selling cattle and open-range ranching
4. Create a bar graph using data from the selling cattle map
5. Recreate the two maps as one, overlapping information
6. Write a report
7. Create a Florida cow

**Materials:**
Maps on selling cattle and open-range ranching in Florida
* A Land Remembered; Student Volume I (pages 105-128) by Patrick Smith
* Chart paper, markers
* Computer with Internet access
* Photos of cows
* Overhead and transparencies
* Worksheets [Cow Image](#)

**Websites:**
- [http://www.floridacattlemen.org/history.htm](http://www.floridacattlemen.org/history.htm)
- [http://www.amelianow.com/winter00-cattle.htm](http://www.amelianow.com/winter00-cattle.htm)
- [http://homepages.rootsweb.com/~fcc/main/what%27s_a_cracker.htm](http://homepages.rootsweb.com/~fcc/main/what%27s_a_cracker.htm)
- [http://www.floridaareenactors.online.com/cowcav.htm](http://www.floridaareenactors.online.com/cowcav.htm)
- [http://www.tampabayhistorycenter.org/cracker.htm](http://www.tampabayhistorycenter.org/cracker.htm)
- [http://dlis.dos.state.fl.us/barm/fsa.html](http://dlis.dos.state.fl.us/barm/fsa.html)
**Initiating Activity:** Ask students what do they know about the history of cattle in Florida. Can they name any ranches or farms in their area? Do any of them live on a ranch or farm? Do any of them have cattle?

**Strategies:**
1. Divide students into 4 groups. Assign each student an article (“Cracker Cowmen Timeline”; “Cattle and Cowboys in Florida”; “The Cattle History:500 Years in Florida”; “History of Florida’s Cattle Industry”). Have them read each article. Put up chart papers to create a timeline. Have the groups put information on the timeline. Discuss.
2. Using the information of the timeline, have the students write a history of the cattle in Florida.
3. Create a mural on bulletin board paper of the history of the cattle.
4. Handout worksheet of the 1992 cattle selling map and the 1880 Open-Range Ranching maps. Make transparencies of each map. Overlay them on the overhead. Discuss what this overlay might mean.
5. Hand out an outline map of Florida and have students create an overlay map. Write a paper on what it means.
6. In small groups, use the 1992 cattle-selling map to gather data on how many counties fit each category. Use this data to create a bar graph. Write questions to go with their bar graphs. As a whole group, come together and discuss.
7. Make copies or transparencies of photos of the different types of cows in the different areas of Florida. Give outline of cow to students and have them create their own “FLORIDA COW”. Write a descriptive paragraph of the meaning of the decorations on the cows.

**Culminating Activities:** Read excerpt from A Land Remembered (Student Volume I, pages 105-128) on the description of the cattle and cattle drive in early Florida. Write a story about being a cowhand on a cattle drive in early Florida. Include the sites and sounds the students might see and hear.

**Extension Activity:** Research your county to see how many ranches and farms are located there. Find what kinds of cattle are being raised. Have a speaker come and talk about the history of cattle in your area.

**Evaluation:**
1. Observation
2. Written assignments
3. Bar graph
4. Florida overlay map
5. Timeline
6. Florida Cow
Sunshine State Standards:
SS.B.1.2.1: The student uses maps, globes, charts, graphs, and geographical tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
SS.B.1.3.1: The student uses various map forms and other geographic representations to acquire, process, and report geographic information.
SS.B.2.3.6: The student understands the environmental consequences of people changing the physical environment in various world locations.
SS.B.2.3.6: Student understands how the interaction between the physical and human systems affect conditions on the Earth.
LA.B.2.3: Writes to communicate ideas and information effectively.
LA.A.2.3.5: The student locates, organizes, and interprets written information for a variety of purposes.
LA.C.1.3: The student uses listening strategies effectively.
LA.C.3.3: The student uses speaking strategies effectively.
SCD.2.3.2: The student knows the positive and negative consequences of human action on the Earth’s systems.

National Geography Standards: The geographically informed persons know and understands:
Standard 1: How to use maps and other geographic representations, tools, and other technologies to acquire, process, and report information from a spatial perspective.
Standard 3: How to analyze the spatial organization of people, places, and environments on the earth’s surface.
Standard 4: The physical and human characteristics of places.
Standard 8: The characteristics and spatial distribution of ecosystems on Earth’s surface.
Standard 14: How human actions modify the physical environment.

FCAT:
Vocabulary knowledge and strategies
Making inferences
Drawing conclusions
Comparison and contrast
Cause and effect relationship
Read and organize information for multiple purposes
Reference materials