

Rangeland Management

Almost 90% of Nevada is managed by the United States Federal Government for all people to use. That is why it is called "public land."



Most of this public land is considered to be "multiple-use," meaning its use is shared by many different animals and people. Name as many users of public lands as you can:

Many beef cattle and sheep ranchers in Nevada pay a fee to use certain areas of these public lands, which are called "allotments." to graze their animals. Ranchers must also manage and make "improvements" on their allotments, such as installing windmills to pump water for both livestock and wildlife.

Can you think of ways that animals grazing on public lands can help prevent or reduce wildfires?



Name three things ranchers do on public lands that are also of benefit to other users, such as wildlife:

- 1 _____
- 2 _____
- 3 _____



For help answering these questions, visit <http://www.nevadarangelands.org>.

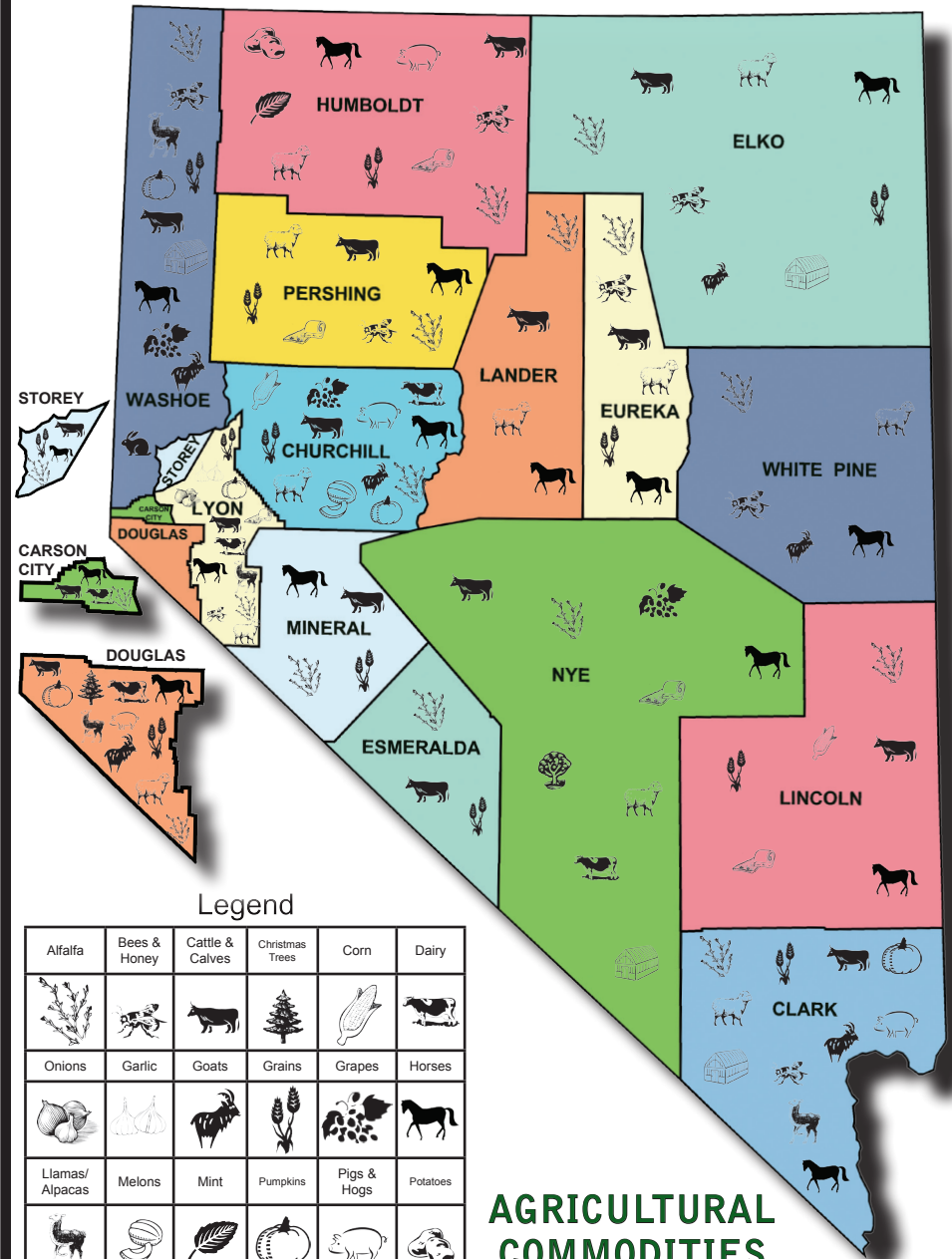
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 Available on the Nevada Ag in the Classroom Web site at www.nvaitc.org
 or NRCS at <http://www.nv.nrcs.usda.gov/about/education.html>.
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Helping People Help the Land

An Equal Opportunity Provider and Employer



NEVADA



Legend

Alfalfa	Bees & Honey	Cattle & Calves	Christmas Trees	Corn	Dairy
Onions	Garlic	Goats	Grains	Grapes	Horses
Llamas/Alpacas	Melons	Mint	Pumpkins	Pigs & Hogs	Potatoes
Nurseries	Rabbits	Sheep & Lambs	Turf	Orchards	

**AGRICULTURAL
COMMODITIES**

Teachers' Version

People grow things here!

Getting AG in Your Classroom

This poster, teacher guide, and the student worksheets can provide elementary school students with valuable opportunities to better understand the role of agriculture in their state and in their lives. Use them and the activities on the sheet to provide students with skill building in language arts, geography, social studies, and science.

Try This:



Review the agricultural commodities shown on the map. Explain to students that a commodity is the raw agricultural product, such as corn, alfalfa, or beef cattle. Assign different states to individual (or groups of) students. Have them research the main agricultural commodities for their assigned states. Discuss in class how differences in climate, water resources, and soil affect the agriculture in any specific state.



Discuss the variety of agricultural products (items made from agricultural commodities) each of us use daily. Have students list all the items (clothing, food, paper, etc.) they have used in the last day that are the result of agriculture.



Explain to students that individual agricultural commodities can provide a variety of products. Grains or corn are good examples because they are both ground into meal or flour and can then be used to make a variety of products. To demonstrate how corn or grain are made into flour, buy a soft grain like millet and have students grind it using a mortar and pestle, or rock and cutting board. Discuss how mechanization has changed how flour is made. Have students list all of the different products they can name made from cornmeal or flour. A similar activity can be done for each of the Five Food Groups. Make ice cream, peanut butter, applesauce, or carrot juice in class.



Do a science experiment by planting and caring for several sets of plants. Vary the water and sunlight provided to the plants to demonstrate the effect on plant growth. Research and discuss the types of plants that do best in Nevada (those that can tolerate heat and need little water).



Have your students make a list of their favorite fruits and vegetables. Ask students to talk to parents, grandparents, or neighbors about these foods. Did they eat them? Were they available year-round? Have students share their findings with the class. Discuss how factors like mechanization, refrigeration, food processing techniques, and rapid transportation have changed, and the affect of these changes on food availability. Ask students to think of some new foods that have only been on the market for a short time. How do these foods differ from traditional foods?

Nevada Facts

Capital: Carson City

Founded: October 31, 1864 (36th State)

State Bird: Mountain Bluebird

State Animal: Desert Bighorn Sheep

Largest City: Las Vegas

State Trees: Single Leaf Pinion and Bristlecone Pine

Area: 110,567 Square Miles - over 85% is public land

Population: 2,565,382 (2007 estimate)

Nickname: Silver State

State Flower: Sagebrush

Number of Counties: 17

State Soil: Orovada

How well do you know your counties?

When you unscramble the letters listed below, they spell the names of the counties in Nevada. Look at the Nevada map to help you do this activity.

COLLINN _ _ _ _ _

RALSMEDAE _ _ _ _ _

TMUBDOLH _ _ _ _ _

AREUKE _ _ _ _ _

HOWESA _ _ _ _ _

DREANL _ _ _ _ _

TWEIH NEIP _ _ _ _ _

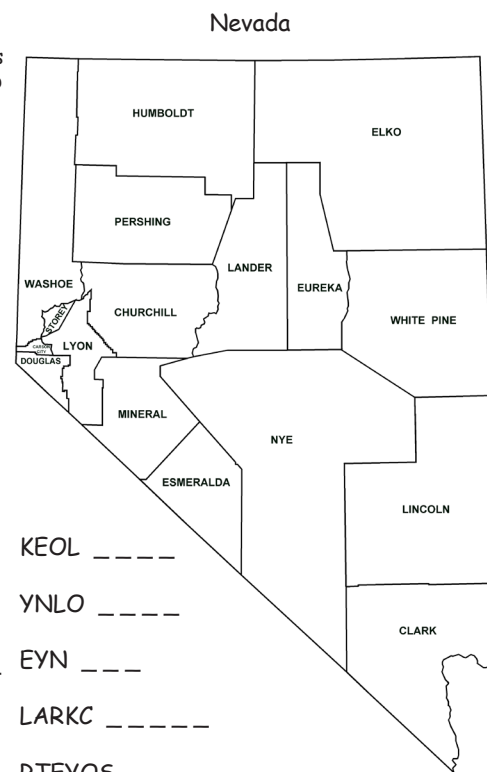
GASLUDO _ _ _ _ _

REALNIM _ _ _ _ _

ROANCS TYIC _ _ _ _ _

NERPSIGH _ _ _ _ _

LIHURHCLC _ _ _ _ _



KEOL _ _ _ _

YNLO _ _ _ _

EYN _ _ _

LARKC _ _ _ _

RTEYOS _ _ _ _ _

Name the county you live in. _____

Name two agricultural commodities produced in the county where you live.

Name a county other than the one where you live. _____

Name two agricultural commodities produced in this county.
