The Livestock Industry

Media Type: DVD
Duration: 27 min.

Goal: To gain a better understanding of the history and practices of the livestock industry as well as how it has evolved over the years.

Description:
This presentation includes the history of the livestock industry and the origins of various livestock species. Advancements in the livestock industry are also discussed, along with a detailed explanation of animal husbandry practices of today. Various pricing and marketing strategies are introduced, emphasizing the importance of consumer appeal and satisfaction. From animal by-products to pricing grids and career opportunities.

Objectives:
1. To analyze the growth and development of the livestock industry as a global commodity.
2. To examine the stages of animal growth and relate it to market readiness.
3. To evaluate marketing practices for livestock, meat and meat products.
4. To explore career development and entrepreneurship opportunities.

Common Core Standards

Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.	
Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.	
Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.	
Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.	
Agribusiness Systems Career Pathway (AG-BIZ)	Apply management planning principles in AFNR businesses.
Animal Systems Career Pathway (AG-ANI)	Analyze historic and current trends impacting the animal systems industry.
	Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
	Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
	Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
	Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.
	Classify, evaluate and select animals based on anatomical and physiological characteristics.
	Apply principles of effective animal health care.

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Common Core Standards

College & Career Readiness Anchor Standards for Reading

Reading Standards for Literacy in Science & Technical Subjects

Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Craft & Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
	11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
Integration of Knowledge & Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
	9-10.7	Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.
	9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

College & Career Readiness Anchor Standards for Writing

Writing Standards for Literacy in History/Social Studies & Technical Subjects

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-10.1	Write arguments focused on discipline-specific content.
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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College & Career Readiness Anchor Standards for Writing

Writing Standards for Literacy in History/Social Studies & Technical Subjects		
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-10.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards		
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
	9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	11-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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Lesson Plan

Class 1: Distribute *The Livestock Industry Vocabulary Handout* and *Worksheet* to be completed during the presentation. Show *The Livestock Industry (Part 1), The Livestock Industry (Part 2), The Livestock Industry (Part 3)* and *The Livestock Industry (Part 4)* segments. Assign the *Animal Science Career Project* and the *Cattle Drive Project.*

15 min.

Class 2: Show *The Livestock Industry (Part 5)* and *The Livestock Industry (Part 6)* segments. Complete *The Livestock Industry Crossword.* Assign the *Livestock Industry Display Project.*

26 min.

Class 3: Administer *The Livestock Industry Assessment.* Using the *Livestock Industry Game Teacher Instruction Sheet,* allow students to play the game. Distribute the *Debate Activity* and allow students to begin to prepare for the debate.

Class 4: Conduct the *Debate Activity.* Afterwards allow students to work on the *Livestock Industry Display Project* and *Animal Science Career Project.*

Class 5: Students should present their *Cattle Drive Project* and turn in the *Animal Science Career Project* and the *Livestock Industry Display Project.*

Lesson Links

Educational Resources for Teachers

- http://www.jmu.edu/madison/teacher/jeopardy/jeopardy.htm

United States Department of Agriculture

- http://www.usda.gov

Livestock Marketing Association

- http://www.lmaweb.com

Career & Technical Student Organizations

FFA

- Agricultural Communications
- Agricultural Issues
- Food Science and Technology
- Livestock Evaluation
- Meats Evaluation and Technology

Career Connections

- iCEV50183, Todd Preszler, Senior Livestock Analyst, Bunge Limited
- iCEV50703, Randy Blach, Chief Executive Officer, CattleFax
- iCEV50698, Bob McCan, Vice President, National Cattlemen's Beef Association
- iCEV50710, Jude Capper, Ph.D., Livestock Sustainability Consultant, Self-Employed
- iCEV50680, James Rietkerk, Ranch Manager
- iCEV50008, Arlin Buyert, Beef Producer, Franklin County, Georgia

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Lab Activities

Livestock Industry Game

Directions:

Each student will come up with a question pertaining to the presentation or a vocabulary word which will be used to play the game. While the format of the Livestock Industry Game is meant to be a lot like *Jeopardy*, any number of games can be played using the questions.

Debate

Directions:

Students will conduct research and engage in a debate on the topic of hormone implants in meat animals. Divide students into two groups. Assign group one to be pro-hormone implants in meat animals and the other group to be anti-hormone implants in meat animals. Instruct students in each group to locate relevant research supporting their stance on hormones in meat animals. Explain after their research is complete a debate will occur between the two sides and encourage students to dress appropriately for such a competition. An outside person can serve as the judge and/or moderator.

Projects

Animal Science Career

Directions:

As the presentation illustrates, there are many careers in the animal science industry. Instruct the students to write a report, create a poster or brochure on a career in the animal science field which interests them. The report should be at least three pages long. The project should include likes, dislikes, starting salary, median salary, education, why they are interested in the career, description of the career and other career opportunities which are similar. Students should cite all sources.

Cattle Drive

Directions:

The students will create a five to seven slide Microsoft® PowerPoint® presentation over the history of cattle drives. Students should use the library, industry magazines and the Internet. The presentation should compare and contrast the past to the present, contain several photos and conclude with a citation slide.

Livestock Industry Display

Directions:

The students may work in groups or individually. Instruct the students to create a display explaining how livestock benefits our society. The display should show the different products which come from livestock including medicines, cosmetics, glue, fibers, etc. The project can be displayed at a livestock fair or grocery store for many people to see.