Lesson Number: MS.IAS.2.2

A Tent off the Pathway

Middle School Food and Agriculture Literacy Curriculum

Precepts

H. Social Growth

H1. Acknowledge that differences exist between people.

B. Relationships

B5. Participate effectively as a team member.

National Standards

NL-ENG.K-12.12 – Applying Language Skills

NS.5-8.6 – Science in Personal and Social Perspectives

NSS-EC.5-8.1 – Productive Resources

NT.K-12.1 – Basic Operations and Concepts

NT.K-12.5 – Technology Research Tools

Student Learning Objectives

As a result of this unit the student will…

Evaluate how agriculture supports all life.

As a result of this lesson, the student will …

Explain the diversity of the agricultural industry.

Interest Approach

The posters can be altered to reflect your state's ag pathways with little effort. There are six listed in this lesson, but can be eight in other states. This would simply alter the activity to reflect a larger number of groups, and would change the assessment. All the activities can remain to teach the content.

It is great to see all of you again today! Who will be the first to share what we learned yesterday? *Pause for student response.* Fantastic! Today, we will be expanding upon the definition of agriculture and viewing how extremely diverse it is. We are going to create a storage tent for all of that knowledge.

Instructor shows own knowledge tent that was made previous to class. Tent is like a name tent, an 11 x 8.5'' sheet of card stock folded in half so it stands up like a tent.

Time

Instruction time for this lesson: 45 minutes.

Resources

California Tech Prep Consortium, Agriculture Pathways. http://virtual.yosemite.cc.ca.us/agens/TechPrep/NewSite/content/hs/hs.html

Tools, Equipment, and Supplies

Several old magazines, newspapers, and pictures to use for collages
Poster board – one per group
Glue sticks or tape
Masking tape
Markers
Cardstock for each student
At least 6 computers or laptops (may pre-print info on each pathway if computers not available)
MS.IAS.2.2.TM.A-F (posted around the room prior to class as posters, either on a flip chart or poster paper) – one per teacher
MS.IAS.2.2.Assess.A – one per student

Key Terms

The following terms are presented in this lesson and appear in ***bold italics:***

Pathways
Ornamental Horticulture
Ag Mechanics
Ag Btslmusiness
Animal Science
Forestry
Plant Science

When I say TENT, come to the front of the room and grab a sheet of cardstock, some markers, and a pair of scissors. Use the markers to decorate only the front of the tent and include your name on it. On the back, choose one ag career that you would want to work in if you had to choose one today. When you are done, put your tent on the front of your desk to signal that you are ready. Keep your markers at your desk for future use. You will have three minutes for this activity. Who will re-share to the class these directions? *Pause for student response.* TENT.

Instructor watches for student questions and monitors behavior. Instructor counts down time that students have left to complete the activity.

I observe that everyone is finished with their terrific tents! Turn to your neighbor and take turns reading what is written on the back of their tents. *Pause for student reflection.* Who will be the first to share what their neighbor recorded on their tent?

Pause for student answers.

Turn to your partner and tell them, "Nice tent!" We have noticed many different areas of agriculture through our tents. Today, we will examine even more examples of the diversity in agriculture and the six different parts of the industry that keep us fed, clothed, and sheltered. Keep those knowledge tents out, because today we will add to their splendor!

Summary of Content and Teaching Strategies

(These may vary based on your region location, but the basic ideas are the same)

I. Pathways

A. A field or area of study within the agriculture industry.

II. Ornamental Horticulture

A. The cultivation of plants for aesthetic purposes; includes indoor and outdoor plants and landscaping, and the floral industry.

III. Ag Mechanics

A. The construction, design, and operation of agricultural equipment, structures, and facilities.

IV. Ag Business

A. Generally concerned with the fiscal/financial aspect of agriculture; may include ag service businesses, ag finance, sales and marketing, and trade.

V. Animal Science

A. The care, production, and processing of animals for food and their byproducts.

VI. Forestry

A. The care and management of our public and private forests; may include urban tree and forest management careers.

VII. Plant Science

A. Includes all the careers related to plant production, research, biotechnology, plant hybridization.

Objective 1. Explain the diversity of the agricultural industry.

There should be six posters anchored around the room. Each poster will include the different types of pathways. Students will be assigned a group (one group per pathway) and a pathway and will create a collage that represents that pathway and post it underneath the respective poster. Students will follow the instructor across the room, learning about each pathway as the instructor reads the descriptions of each pathway from **MS.IAS.2.2.TM. A-F.** When finished, they will use the resources provided (computers or info provided by instructor) to create the collage on the actual pathway poster.

Every great team has several key players, none of which are better than the others. Basketball has centers, forwards, and point guards. What positions does American football have? *Pause for student answers.* Agriculture has some key positions in the industry as well. Take a look across the room. *Pause for students to look around room.* You might notice six posters with a different word or phrase on them. Those words or phrases are called pathways. Think to yourself: What comes to mind when you hear the word pathway? *Pause for student reflection.* Turn to your neighbor and share your thoughts. *Pause for students to share.* Who will be the first to share their neighbor's thought?

A ***pathway*** is a field or area of study within the agriculture industry. Quickly write the definition of the pathway on your tent. *Pause for students to work on their knowledge tent.* Think of your favorite animal. While you are thinking, pay special attention to its size.

Pause for student reflection.

When I say LINE UP, move to the front of the room and line up based on the size of your animal. The largest animal will be over here, and you smallest of creatures will be over here. You have 90 seconds. What questions are there? LINE UP.

Pause for students to line up.

I will number you off from numbers ranging from 1 to 6. When I give you your number and pathway, you will meet with your group at the pathway poster. Your group will work quickly to create a collage/poster using the guidelines on **MS.IAS.2.2.TM.G** *(instructor should have posted on overhead as a guide),* the supplies at your station, and one computer per group. You have limited time to research quickly, make your poster visually appealing, and address all of the questions on the worksheet. Everyone in your group should be working to get this done in the time allotted. Be ready to present your new poster when the time expires.

What questions do you have about the descriptions on your assigned pathway? *Pause to answer student questions.* You have 15 minutes.

Begin countdown. Instructor gives countdown of time while monitoring student progress.

Fantastic job on the collages, students! When you hear the word CAPTURE, go ahead and gallery around the room and take a few notes from each of the six collages. Be sure to capture jobs, collages, and other important information. When I give you a pause signal, please give your full attention to the front of the room. You have five minutes to gallery. CAPTURE!

Monitor student work and answer questions.

PAUSE! You have 30 seconds to finish your work, grab a marker, and return to your seats. GO.

Review/Summary

Utilize the Hieroglyphics e-Moments® for students to review the different pathways. Each student will create a symbol using pens, pencils, and markers for each pathway in the white space of their tent. When students are done, they will share their symbols with each other. Show students your sample tent with six equally sized logos on the inside.

Great work so far! We have one final task to accomplish using the marker you grabbed on the way back to your seat. Each major business has its own symbol or logo. What major logos can you think of? *Pause for student reflection and answers.* Just like businesses need logos, each of these pathways around the room needs a logo. When I say DRAW, create a logo, using marker, pen, or pencil for each of the pathways on the inside of your tent. This means there will be three logos per flap. I have provided you with an example on the writing surface. You will have three minutes for this activity. What questions are there? DRAW.

Monitor students as they work on their logos, as you count down their time left.

Great job on your tents! Turn to your neighbor and see what logos they created. *Pause for student reflection.*

Fantastic job on the tents and logos! Remember that today we learned about the different types of pathways and the types of pathways there are. This information will be recalled throughout this course, so your thinking caps will come in handy! Recall for a moment your role in your group…there is no way that all of your group members could have done the same thing and still create such a diverse collage. You all had a role. What was your role?

Allow time for students to think.

As you leave today, take with you the strengths that your team had BECAUSE of your differences; think about how this happens each day in your life.

Application

Extended classroom activity:

Students pick a favorite dessert recipe and determine the different **pathway** source(s) that lead to the production of that food (Can be done in supplement to FFA activity).

FFA activity:

Members can invite school faculty and administrators on a gallery walk down the hallway of the different types of **pathways** in agriculture and explain the diversity of agriculture. When the guests complete the gallery walk, they are given treats with labels of their industry pathway source(s) (Can be done in supplement to extended classroom activity).

SAE activity:

Assign students examples of different careers in agriculture and have them categorize them into one or more of the agricultural **pathways**. Or have students interview a person with an agricultural career to learn more about it. After filling out a question/answer sheet, students could present it to the class or create a brochure.

Evaluation

MS.IAS.2.2.Assess.A

Answers to Evaluation

1. Pathway
2. Ornamental Horticulture
3. Ag Mechanics
4. Ag Business
5. Animal Science
6. Forestry
7. Plant Science

pork checkoff™

Name _____

Evaluation: Fill in the blank.

1. _____ **A field or area of study within the agriculture industry.**

2. _____ **The cultivation of plants for aesthetic purposes; includes indoor and outdoor plants and landscaping and the floral industry.**

3. _____ **The construction, design, and operation of agricultural equipment, structures, and facilities.**

4. _____ **Generally concerned with the fiscal/financial aspect of agriculture, and may include ag service businesses, ag finance, sales and marketing, and trade.**

5. _____ **The care, production, and processing of animals for food and their byproducts.**

6. _____ **The care and management of our public and private forests; may include urban tree and forest management careers.**

7. _____ **Includes all the careers related to plant production, research, biotechnology, plant hybridization.**

Ornamental Horticulture

The cultivation of plants for aesthetic purposes; includes indoor and outdoor plants and landscaping and the floral industry.

Agriculture
Mechanics

The construction, design, and operation of agricultural equipment, structures, and facilities.



Agriculture Business

Generally concerned with the fiscal/financial aspect of agriculture; may include ag service businesses, ag finance, sales and marketing, and trade.

Animal Science

The care, production, and processing of animals for food and their byproducts.

Forestry

The care and management of our public and private forests; may include urban tree and forest management careers.

Plant Science

Includes all the careers related to plant production, research, biotechnology, plant hybridization.

Poster Collage Guidelines

What majors are available at what schools?

What does it take to make this a career?

What jobs are available?

Past, present, and future of this pathway?

Other information?