



Lesson Number: MS.AS.1.1

What Do You Call It? – An Introduction to Livestock Terminology

Middle School Food and Agricultural Literacy Curriculum

Precepts

- B. Relationships
- B2. Interact and work with others.

National Standards

- AS.02.01.01.c. Classify animals according to the taxonomical classification system.
- CS.01.05.03.c. Plan an activity that promotes appreciation of diversity.
- NL-ENG.K-12.12 – Applying Language Skills
- NL-ENG.K-12.3 – Evaluation Strategies
- NL-ENG.K-12.4 – Communication Skills
- NS.5-8.3 – Life Science

Student Learning Objectives

- As a result of this **unit** the students will...
- Recognize basic terminology used in the animal industry.
- As a result of this **lesson** the students will...
- Identify five poultry and livestock species, common names, genders, and cattle products.

Content Outline

I. What are common terms in the livestock industry?

- A. **Mature**: Complete in natural growth or development
- B. **Castrate**: To remove the testes
- C. **Offspring**: Children or young of a particular parent
- D. **Agricultural Product**: The result of an agriculture process that is ready for consumption
- E. How do you properly refer to livestock animals based on their characteristics?

* See Livestock Terminology Chart on next page

Time

Instruction time for this lesson: Two 45-minute classes.

Resources

Castrate. (n.d.) In Ask.com, www.dictionary.com. Retrieved from <http://dictionary.reference.com/browse/castrate>
Mature. (n.d.) In Ask.com, www.dictionary.com. Retrieved from <http://dictionary.reference.com/browse/mature>
Offspring. (n.d.) In Ask.com, www.dictionary.com. Retrieved from <http://dictionary.reference.com/browse/offspring>
FAS U.S. Trade agricultural definition. (n.d.) Retrieved July 13, 2009, from United States Department of Agriculture: Official Website: <http://www.fas.usda.gov/USTRADE/USTAgDef.asp>

Tools, Equipment, and Supplies

Overhead projector/transparencies
Notebook paper
Writing utensils
Large open area
MS.AS.1.1.AS.A-U – one per class
MS.AS.1.1.AS.V – one per student
MS.AS.1.1.TM.A-F – one per class
Markers – one per three students
Index cards – 34 per group of three students
MS.AS.1.1.ASSESS.A – one per student

Key Terms

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

Offspring
Castrate
Mature
Products

Interest Approach

Students will begin identifying distinguishing characteristics that can be used to organize items into groups. As the students enter the classroom, ask for one shoe from each student. Place all shoes collected into a pile in the front of the room.

Welcome. Take a look around you: Everything around us is organized and assigned to categories, whether it is the food we eat broken into food groups, the plants that are in our environment, or the cars we drive.

When I say ORGANIZE, as a class you will group the shoes into three groups based on a set criteria that you establish as a class. Be ready to explain the criteria you used.



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Livestock Terminology Chart					
	Cattle	Sheep	Swine	Goat	Poultry
Mature Female	Cow	Ewe	Sow	Doe	Hen
Young Female	Heifer	Ewe Lamb	Gilt	Doe Kid	Pullet/Poult
Mature Male	Bull	Ram	Boar	Buck	Rooster
Castrated Male	Steer	Wether	Barrow	Wether	Capon
Offspring/Young	Calf	Lamb	Piglet	Kid	Chick
Agricultural Products	Meat/Milk	Meat or Mutton/ Wool	Pork	Chevon/Cabrito	Meat/Eggs

You will have three minutes to accomplish this task. What questions are there? ORGANIZE!

Time the students for three minutes, paying close attention to what characteristics they use to divide the shoes into groups.

5...4...3...2...1... Eyes on me.

What criteria did you use to organize the shoes?

Circulate around the room and ask what characteristics were used to divide the shoes into groups. Anticipated responses: work shoes or boots, sports shoes, leather, flip-flops, color, etc.

Great job! You now have the tools to differentiate between groups of similar items. The same types of characteristics are used to identify livestock used in agriculture production. Soon you will know proper terms and distinguishing factors to identify livestock. To be successful today, you will need to be observant, so let's take a closer look.

Summary of Content and Teaching Strategies

Objective 1. Identify five poultry and livestock species, common names, genders, and cattle products.

Students will create a floor puzzle that defines terms related to livestock production. Locate a large open area in the school or your classroom.

Lay out the column headings "Cattle," "Swine," "Sheep," "Goat," and "Poultry" along the top of the open area. Lay out the row titles "Mature Female," "Young Female," "Mature Male," "Castrated Male," "Offspring," and "Product" making an open grid on the floor. You will then display the remainder of the "puzzle pieces" around the room.

How many of you enjoy puzzles? Next, we will create a floor size puzzle as a team. When I say PUZZLE, without speaking you will locate a puzzle piece around the room and place it where you believe it fits in the puzzle of rows and columns I have provided on the floor. You will work as a class and will have only one minute to complete the puzzle, so you will need to work efficiently. What questions are there? PUZZLE.

Keep careful track of the time and monitor the students' progress. They will have to work fast, so if the pieces are not all in the right place, that is OK.

You have 10 seconds left. Stop and find a place to stand around the edge of the puzzle.

You have done a great job getting started. Is there any information that would be helpful to know to more effectively put the puzzle together?

Elicit responses; help students want to know the vocabulary terms.

Knowing some of the descriptive terms will be a key to success with the puzzle. Let's take a time out and look at what these words mean. Take out a piece of paper and a writing utensil; you will need this information with you to help you solve the puzzle.



Lesson Number: MS.AS.1.1

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Use **MS.AS.1.1.TM.A** to introduce the following terms:

I. What are common terms in the livestock industry?

- A. **Mature:** Complete in natural growth or development

Producers need to know when animals will reach maturity and the signs of maturity so they can manage the processing and reproduction of their livestock.

- B. **Castrate:** To remove the testes, i.e. ability to reproduce

Castration is beneficial because it increases overall health and wellness of the animals and makes them safer for people to work with.

- C. **Offspring:** Children or young of a particular parent

Just like the offspring of humans are called children, each species of livestock has a special term to refer to their young.

- D. **Agricultural Product:** The result of an agriculture process that is ready for consumption

Agriculture products include fiber and food products such as cotton, meat, milk, and eggs.

Now that you have some more information, let's return to the puzzle. This time you may discuss the puzzle as a class. Take your time and analyze the clues to complete the puzzle.

Monitor student progress; provide hints with the following chart as a reference if needed.

Great work! Next we will make it your own. As we move back to our seats, each of you will need to pick up a copy of the livestock terms chart (**MS.AS.1.1.AS.A**).

Using **MS.AS.1.1.TM.A-E**, help students fill out their own copy of the chart and link the terms with the picture provided on the transparency master.

Help students identify the visual differences between the animals.

Today we have been very observant looking at the differences between livestock. We have learned that differences are important in identifying animals. Just like animals are different, so are each of you. Look around the room – there are no two people alike, and the differences are valuable and make us unique.

Imagine a room filled with students who all looked alike. How many of you would prefer that?

What are some of the characteristics that make you unique?

You have gotten very good at identifying differences today; next we will see how well you can describe the animals we have discussed.

Review/Summary

Use the \$10,000 Pyramid e-Moment® to review the topics from today. Groups of three students will make cards that have each of the terms from the chart and the four vocabulary words on them.

To prepare, we will create cards with all of the terms we have learned today. When I say GATHER, select a marker, a set of index cards, and two partners. You know you are done when you have 34 cards with a term on each card. The terms will come from the notes that we took today.

What questions do you have? GATHER

	Cattle	Sheep	Swine	Goat	Poultry
Mature Female	Cow	Ewe	Sow	Doe	Hen
Young Female	Heifer	Ewe Lamb	Gilt	Doe Kid	Pullet/Poult
Mature Male	Bull	Ram	Boar	Buck	Rooster
Castrated Male	Steer	Wether	Barrow	Wether	Capon
Offspring/Young	Calf	Lamb	Piglet	Kid	Chick
Agricultural Products	Meat/Milk	Meat or Mutton/ Wool	Pork	Chevon/Cabrito	Meat/Eggs



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Monitor student progress.

How many of you like to watch game shows?
Next we are going to play \$10,000 Pyramid. What
group would like to come up to demonstrate?
Invite up a group.

Demonstrate the positions needed to play the game.
The participant sits in a chair, behind them stands a
teleprompter holding a set of term cards above their head.
The third person is the clue giver describing the term to the
student in the chair trying to get them to say the word by
describing it.

Who will be the participant? Have a seat in the
chair.

Who will be the teleprompter? Here are the
cards: Stand behind the participant and display
one card.

Who will be the clue giver? You will use
descriptive words to get the participant to say the
key word.

Each player will get 60 seconds to guess as many
of the terms as possible.

What questions are there? Let's give it a try!

Allow students to play for one minute in their current
position and then switch. Each student should have a turn
at each position before the end of the game.

Congratulations, you have mastered the
terminology to be an educated consumer of
livestock products!

Application

Extended classroom activity:

Have students locate pictures in magazines or on the
Internet to place on a blank chart to show the visual
characteristics of the livestock.

FFA activity:

Develop and present a lesson to elementary students
helping them identify agriculture livestock.

SAE activity:

Host a tour of production livestock SAE's, invite this class to
share their knowledge at this event.

Evaluation

MS.AS.1.1.ASSESS.A.

Answers to Evaluation

1. Cow
2. Doe
3. Gilt
4. Ram
5. Rooster
6. Steer
7. Wether
8. Lamb
9. Pork
10. Meat/eggs



I. What are common terms in the livestock industry?

- A. **Mature:** Complete in natural growth or development
- B. **Castrate:** To remove the testes, i.e. ability to reproduce
- C. **Offspring:** Children or young of a particular parent
- D. **Agricultural Product:** The result of an agriculture process ready for consumption



Cattle

Sheep



Swine

Goat



Poultry

Mature

Female



Young Female

Mature Male



Castrated Male

Offspring/ Young



Agriculture Product

Cow



Heifer

Bull



Steer

Calf



Meat/Milk

Ewe



Ewe Lamb

Ram



Wether

Lamb



Meat & Mutton/Wool

Sow



Gilt

Boar



Barrow

Piglet



Pork

Doe



Doe Kid

Buck



Wether

Kid



Chevon/ Cabrito

Hen



Pullet/ Poultry Rooster



Capon

Chick



Meat/ Eggs



Livestock Terminology Chart

Name _____

Directions: Complete the chart below.

Livestock Terminology Chart					
	Cattle	Sheep	Swine	Goat	Poultry
Mature Female					
Young Female					
Mature Male					
Castrated Male					
Offspring/Young					
Agricultural Products					

Cattle

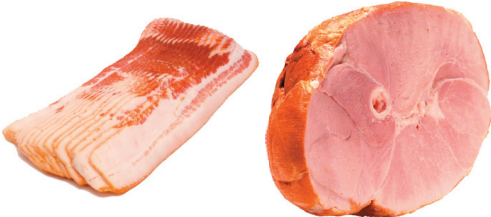
Mature Female	Cow	
Young Female	Heifer	
Mature Male	Bull	
Castrated Male	Steer	
Offspring/Young	Calf	
Agricultural Products	Beef/ Milk	

Sheep

Mature Female	Ewe	
Young Femal	Ewe Lamb	
Mature Male	Ram	
Castrated Male	Wether	
Offspring/Young	Lamb	
Agricultural Products	Lamb or Mutton/ Wool	



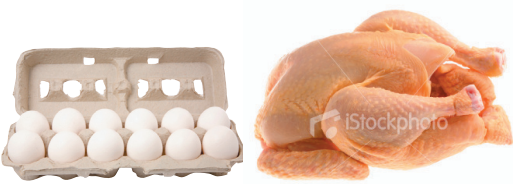
Swine

Mature Female	Sow	
Young Female	Gilt	
Mature Male	Boar	
Castrated Male	Barrow	
Offspring/Young	Piglet	
Agricultural Products	Pork	

Goat

Mature Female	Doe	
Young Female	Doe Kid	
Mature Male	Buck	
Castrated Male	Wether	
Offspring/ Young	Kid	
Agricultural Products	Chevon/ Cabrito	

Poultry

Mature Female	Hen	
Young Female	Pullet/ Poult	
Mature Male	Rooster	
Castrated Male	Capon	
Offspring/ Young	Chick	
Agricultural Products	Meat/ Eggs	



Livestock Terminology Quiz

Name _____

Directions: Complete the chart below.

Livestock Terminology Chart					
	Cattle	Sheep	Swine	Goat	Poultry
Mature Female	1. _____	Ewe	Sow	2. _____	Hen
Young Female	Heifer	Ewe Lamb	3. _____	Doe Kid	Pullet/Poult
Mature Male	Bull	4. _____	Boar	Buck	5. _____
Castrated Male	6. _____	Wether	Barrow	7. _____	Capon
Offspring/Young	Calf	8. _____	Piglet	Kid	Chick
Agricultural Products	Beef/Milk	Meat or Mutton/Wool	9. _____	Chevon/ Cabrito	10. _____