



How Are Sheep and Goats Raised? Sheep and Goat Production Systems

Middle School Food and Agricultural Literacy Curriculum

Precepts

- H. Social Growth
 - H1. Acknowledge that differences exist among people

National Standards

- AS.01.01.02.b. Outline the development of the animal industry and the resulting products, services and careers.
- AS.07.01.02.c. Select equipment and implement animal handling procedures and improvements to enhance production efficiency.
- CS.02.02.01.a. Discover the different cultures that exist in one's community.
- NL-ENG.K-12.3 – Evaluation Strategies
- NL-ENG.K-12.12 – Applying Language Skills
- NS.5-8.3 – Life Science

Student Learning Objectives

- As a result of this **unit** the students will...
- Recognize common production systems used the United States
- As a result of this **lesson** the students will...
- Describe four production systems for raising sheep and goats.

Content Outline

- I. **Production methods used for sheep and goats**
 - A. Types of sheep/goats that are raised
 - 1. Purebred Flock – Mating of parents from a common genetic group or breed.
 - 2. Commercial Flock – Flocks that sell pounds of meat and/or wool instead of breeding stock.
 - B. Types of operations sheep/goats are raised on
 - 1. Farm Flock – Slightly smaller operations that are kept more confined in fenced pastures.
 - 2. Range Band – Raised on the range in herds of 1,000 head or more.

Time

Instruction time for this lesson: 45 minutes.

Resources

American Sheep Industry Association (ASI). Official website retrieved on July 31, 2009, from http://www.sheepusa.org/Sheep_Terms_Glossary
Schoenian, Susan. "Dollars and Cents." Retrieved on July 31, 2009, from <http://www.sheep101.info/farm.html>

Tools, Equipment, and Supplies

Overhead projector/transparencies
Notebook paper
Writing utensil
Writing surface, flip chart paper, or similar – 4 blank pieces hung around room
Markers appropriate for the writing surface – one per student
MS.AS.2.5.TM.A – one per teacher
MS.AS.2.5.AS.A – one per student
MS.AS.2.5.AS.B – one per teacher
MS.AS.2.5.ASSESS.A – one per student

Key Terms

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

Farm Flock
Range Band
Commercial Flock
Purebred Flock

Interest Approach

Connect to the content by brainstorming the differences between middle school students who live in the metro city vs. a small town vs. rural. This will later connect to the four types of sheep production systems sharing the similarities and differences between those methods. In preparation for this, on a writing surface write the following sentence stems:

All middle school students...
Middle school students who live in the metro city...
Middle school students who live in a town...
Middle school student who live in a rural area...
Have several markers or writing utensils for students to reflect on these statements.

Welcome! Take a minute and think about the things you do every day: How do you get to school? Where do you get your mail? Groceries?



Lesson Number: MS.AS.2.5

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Summary of Content and Teaching Strategies

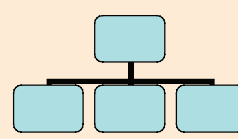
Objective 1. Describe four production systems for raising sheep and goats.

Share the information on **MS.AS.2.5.TM.A** to the class and have students take notes on **MS.AS.2.5.AS.A**. Next, use the Cartographer Moment® and have students create a map and/or diagram to show how the information is related.

There are four different methods used to describe how sheep are raised. Grab a piece of paper and a writing utensil and let's take a look.

Share the information on **MS.AS.2.5.TM.A** with the class as they record the information on **MS.AS.2.5.AS.A**

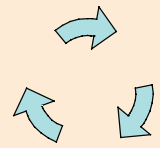
Gauge how comfortable your students are with mapping techniques. You may choose to teach one technique to the entire group, use the sample activity sheet MS.AS.2.5.AS.B, or provide two to four examples of how to lay out the chart on a writing surface in the front of the room:



Example 1



Example 2



Example 3

Now that you have the information, what will you do with it? Your challenge is to create a mind map or diagram that includes all of the information shared today. You may use any type of diagram methods: a cluster, mind map, concept map, or web.

If you need some help getting started, take a look at the examples on the board or use the sheet titled "Sheep/Goat Production Systems Web Diagram." Get your creative juices running. You are welcome to use any of the creative supplies in the classroom, but you will only have 10 minutes to complete this task. GO!

Supervise student work time, answer questions, and provide a time warning at one minute.

What do you do after school? These are things we do so often we do not even think about it! But students who live in another environment may not experience the same things you do.

When I say GO, you will do three things: 1) Get a writing utensil; 2) Circulate around the room and write your thoughts below each of the sentence stems; and 3) Write at least one thought on each poster located around the room. You will have four minutes. What questions are there? GO!

Monitor time and student progress. Adjust time as necessary.

Great job. We have some good ideas here. What did you determine was the same regardless of where you live?

Anticipated Answers: meals, attending school, etc.

What was different based on where you live?

Anticipated answers: how you get to school, after school activities, etc.

Every person had a different way of life, from where you live to how you live. There is no doubt that differences exist among us. How do these differences shape the person we are?

Example: someone raised with limited money may have a different view of the value of a dollar.

Why are differences important among us?

If we were all the same, we would have difficulties surviving as everyone would want to do the same job, eat the same food, etc. Our existence would be threatened because of lack of diversity.

Just like there are different living situations for us, there are different ways that we can raise livestock. Today we will focus on sheep and goat production systems.



Great Job! Who will share what they came up with?

Solicit volunteers.

Remember, just like middle school students live in different environments, so do sheep and goats.

Review/Summary

Review in a similar manner as we began the lesson. The following sentence stems should be placed around the room:

A Purebred Flock production system is...

A Farm Flock production system is...

A Range Band production system is...

A Confinement production system is...

Again, have writing utensils for students to write their responses to the stems.

When I say GO, you will get a writing utensil and write your new knowledge on the sentence stems. You will have four minutes – please write on each poster at least once. GO!

Monitor time and student progress. Adjust time as necessary.

Wonderful! We began the day talking about how people can be raised in cities, towns, or rural settings. We researched how sheep and goats can be raised in confinement or range band production. What are some similar and different ways that people and livestock can be raised?

Examples: Confinement provides more regulations of environment but less freedom; this could be compared to a metro city environment. Range band raised livestock have tremendous freedom but must be tough to handle the elements; rural life provides a lot of freedom but fewer services than metropolitan living. Encourage students to come up with even more ways to compare living of people to livestock.

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Application

Extended classroom activity:

Sheep meat called lamb or mutton and goat meat called chevon or cabrito are meats that are in lesser quantities in the United States. Cook the meat products in class and allow students to taste test.

FFA activity:

Create a display including the major uses of sheep and goats including textiles and meat along with the byproducts obtained from the industry.

SAE activity:

Have students select one of the four production systems and research the costs and equipment related to having that SAE.

Evaluation

MS.AS.2.5.ASSESS.A.

Answers to Evaluation

1. A
2. D
3. C
4. D
5. Answers will vary



Production methods used for sheep and goats

A. Types of Sheep/Goats raised

1. **Purebred Flock** – Mating of parents from a common genetic group or breed.
2. **Commercial Flock** – Flocks that sell pounds of meat and/or wool instead of breeding stock.

B. Types of operations sheep/goats are raised on

1. **Farm Flock** – Slightly smaller operations that are kept more confined in fenced pastures.
2. **Range Band** – Raised on the range in herds of 1,000 head or more



Sheep and Goat Production Systems

A. Types of sheep/goats that are raised

1. _____ – Mating of _____ from a common genetic group or breed.
2. _____ – Flocks that sell _____ of meat and/or wool instead of breeding stock.

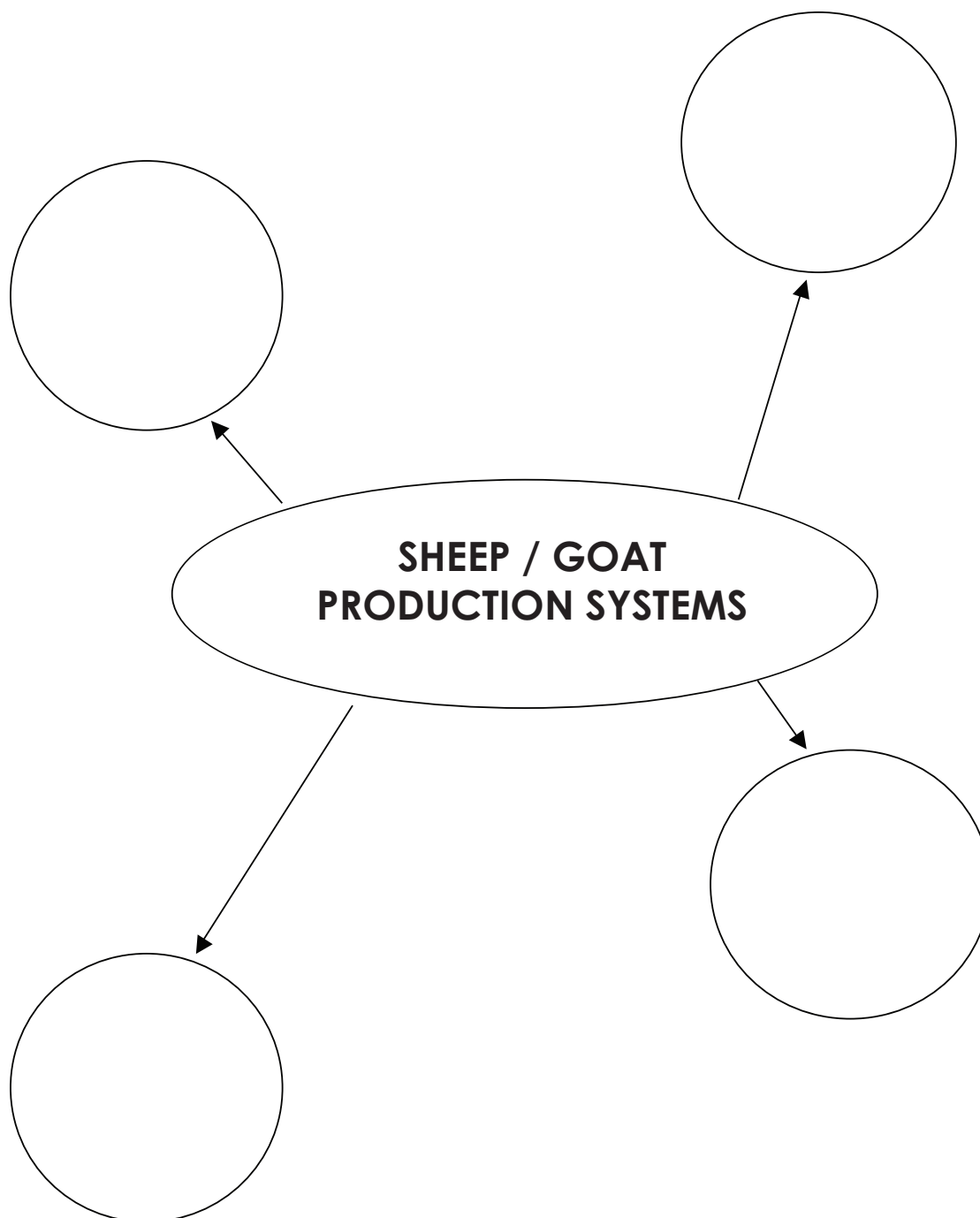
B. Types of operations sheep/goats are raised on

1. _____ – Slightly smaller operations that are kept more _____ in fenced pastures.
2. **Range Band** – Raised on the range in herds of _____ head or more



Sheep/Goat Production Systems Web Diagram

Name _____





Sheep/Goat Production Systems Quiz

Name _____

Multiple Choice: Select the best answer and place the corresponding letter on the line provided.

1. ____ **The mating of rams and ewe of a common genetic group is an example of what type of flock?**
 - A. Purebred Flock
 - B. Commercial Flock
 - C. Farm Flock
 - D. Range Band

2. ____ **Flocks that focus on pounds of meat or wool instead of breeding stock are called...**
 - A. Farm Flock
 - B. Range Band
 - C. Purebred Flock
 - D. Commercial Flock

3. ____ **Slightly smaller operations that are kept more confined in fenced pastures are called _____.**
 - A. Range Band
 - B. Commercial Flock
 - C. Farm Flock
 - D. Purebred Flock

4. ____ **Raised on the range in herds of 1,000 head or more is an example of...**
 - A. Purebred Flock
 - B. Commercial Flock
 - C. Farm Flock
 - D. Range Band

Short Answer: Answer the question using complete sentences.

5. **If you were to begin a sheep or goat operation, which method would you use to raise them and why?**
