



Where Do They Come From? The Chicken and the Egg

Middle School Food and Agricultural Literacy Curriculum

Precepts

- A. Action
- A5. Communicate effectively with others

National Standards

- AS.01.01.02.b. Outline the development of the animal industry and the resulting products, services and careers.
- CS.01.01.01.a. Work productively with a group or independently.
- 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 common production systems in the United States.
- As a result of this lesson the students will...
- Describe the management practices for different kinds of chickens.

Content Outline

I. Types of chicken production systems

- A. Egg production Systems – management of chickens for the sole purpose of egg production
 - Egg – the hard-shelled reproductive body of a bird, most commonly a chicken
 - Pullet – young female chicken used for egg production
 - Steps:
 1. Pullets are fed a high-quality diet
 2. Eggs are collected
 3. Eggs are cleaned and graded
 4. Eggs are packaged
 5. Eggs are shipped to restaurants and grocery stores

Time

Instruction time for this lesson: 45 minutes.

Resources

Egg. (2009). In Merriam-Webster Online Dictionary. Retrieved August 15, 2009, from <http://www.merriam-webster.com/dictionary/Egg>
Shrimp Bites Hollywood. Retrieved August 15, 2009, from <http://www.shrimpnews.com/Bites.html>

Tools, Equipment, and Supplies

Overhead projector/transparencies
Writing surface
Writing utensils for writing surface
Dice
MS.AS.2.6.TM.A – one per teacher
MS.AS.2.6.TM.B – one per teacher
MS.AS.2.6.ASSESS.A – one per student
Forest Gump movie (optional)

Key Terms

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

Broiler

Egg

Pullet

Breeder Birds

- B. Meat production Systems – management of chickens for the sole purpose of meat production
 - Broiler – a chicken raised for the purpose of meat production
 - Broiler Breeder – young female chicken used for producing meat type off-spring
 - Steps:
 1. Broiler Breeder chickens are feed a high quality diet
 2. Eggs are collected from Broiler Breeders
 3. Eggs are incubated and hatched
 4. Chicks are fed a high-quality ration and grown
 5. Full-grown broilers are harvested, cleaned, and graded
 6. Meat is shipped to restaurants and grocery stores



Lesson Number: MS.AS.2.6

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Interest Approach

Students will begin by brainstorming all of the ways they could cook an egg. If technology is available, begin by showing the "shrimp" clip from Forrest Gump. If this is not available, begin with the egg brainstorm.

Hello, I am so glad you are all here. How many of you enjoy movies? Me too. One of my all time favorites is Forest Gump. Have any of you seen this movie?

In this movie, the main character, Forest, encounters Bubba at boot camp. Bubba is from Louisiana and his family operates a shrimp boat. Bubba proceeds to tell Forrest ALL of the different ways you can cook shrimp. Here is an excerpt from the script...

"Like I was saying, shrimp is the fruit of the sea.... You can barbecue it, boil it, broil it, bake it, sauté it....There's shrimp kabobs, shrimp Creole, shrimp gumbo, pan fried, deep fried, stir fried, pineapple shrimp, lemon shrimp, coconut shrimp, pepper shrimp, shrimp soup, shrimp stew, shrimp salad, shrimp and potatoes, shrimp burger and a shrimp sandwich"

Just like Bubba listed all of the ways shrimp could be used, I challenge you to do the same with the egg. When I say GO, get a piece of paper and a writing utensil. You will have 30 seconds to list all of the ways you could use eggs. What questions are there? GO.

Time students and monitor progress. 3...2...1. Pencils down.

Now let's compare answers and continue to brainstorm with a partner. You will have one minute. GO.

Time students and monitor progress. 3...2...1. Pencils down.

With your current partner join with another group to create a group of four; compare answers and continue your brainstorm. You will have two minutes. GO.

Time students and monitor progress. 3...2...1. Pencils down.

As a group total up all the ways you could use eggs. Let's see which group had the largest number of ways to use eggs.

Stand up if you have more than 10, 15, etc.

Find a winning group and have them share their list. Provide a prize if you would like.

Great job! Today we are going to explore the chicken industry, including egg and meat production.

Summary of Content and Teaching Strategies

Objective 1. Describe the management practices for different kinds of chickens.

Using the *Little Professor e-Moment®* provide information from the content outline. During the Little Professor Moment, students will exhibit two roles – one in which they will take notes and one in which they wait. Divide your content into chunks. You will then divide your class into two groups. The first group will direct their attention to you and take notes on the materials being presented while the other half of the class pays no attention. The students who were taking notes will then provide the information to a partner who was not paying attention. The students will then reverse rolls until all the content has been taught.

There are two purposes for raising chickens, egg production and meat production. We will explore both of them today. To do this, we will need to communicate effectively with our partners. A portion of you will be taught a piece of the information and then you will teach it to your partner and vice versa as we learn about the chicken industry.

What do you need to do when you are getting important information?

Solicit answers: take good notes, ask questions, and pay attention.

How do you teach information to others?

Solicit answers: Speak clearly, teach them, and don't just have them copy, ask if there are questions.

After you have taught, how will you know if others understand what you taught?



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Solicit answers: You could test their knowledge, ask questions, or request a follow-up activity.

Great, to get started we will need paper and a writing utensil. Find a partner who is sitting next to you. Locate these items now.

With your partner, identify who will be Einstein and who will be da Vinci.

Great, Einsteins raise your hands. Good. Da Vincis, raise your hands. Great!

Einsteins, you will begin by being eager learners. Show me what that would look like. Yes, pencils ready, leaning forward in your chairs. Perfect!

Da Vincis, you can do anything you would like and be as loud as you would like – in your head! You are not to listen to the information I will be sharing. Ready? Great!

Einsteins, here we go!

Instruct Einsteins using **MS.AS.2.6.TM.A.**

Einsteins, what questions do you have about this information?

Answer any questions.

Da Vincis, attention please, the Einsteins have just become experts on egg production; they will teach you everything you need to know. You will have five minutes to transfer this information. Da Vincis, say to Einsteins, "Teach me, oh wise one!"

Provide time for exchange of information. Transition into two groups for the next portion of information students are to collect.

Da Vincis, let me see you as eager learners. Good. Einsteins, you may do whatever you would like and be as loud as you would like – in your head! But whatever you do, do not listen to the following information.

Da Vincis, you will become experts in chicken meat production. Take notes on the following information because you will be teaching this shortly.

Instruct Da Vincis using **MS.AS.2.6.TM.B.**

Einsteins, attention please. Da Vincis have just become experts in chicken meat production. They will teach you all you need to know in the next five minutes as soon as you say, "Teach me, oh wise one!"

Provide time for information exchange.

Excellent! I think you are all experts in chicken production, but let's prove it!

Review/Summary

Using dice and questions on the writing surface, groups of approximately four students will work together. Students will take turns rolling the dice and answering the question relating to that number.

As experts in chicken production, you will respond to the questions provided. You will roll a dice and answer the question that corresponds to that number. When I say GO, you will need to form groups of four, collect a dice from me, and begin playing. What questions do you have? GO.

Questions:

1. What is one fact you learned about egg production?
2. What is one fact you learned about meat production?
3. As a consumer, what is important in a good quality egg?
4. As a consumer, what is important in a high-quality meat product?
5. What would you like to know more about related to egg production?
6. What would you like to know more about related to meat production?

Monitor time and student progress; adjust the time provided for this activity as needed for the class period.

Eyes on me in 3...2...1. Return the dice to me as you return to your seats.

Earlier we discussed all the uses of eggs. After our lesson we not only know more about eggs but chicken meat as well. When you hear the word CHICKEN, get paper and a writing utensil and list all of the ways you could cook chicken meat. You will have 30 seconds. Questions? CHICKEN.



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Time students and monitor progress. 3...2...1. Pencils down.

Now let's compare answers and continue to brainstorm with a partner. You will have one minute. GO.

Time students and monitor progress. 3...2...1. Pencils down.

With your current partner join with another group to create a group of four; compare answers and continue your brainstorm. You will have two minutes. GO.

Time students and monitor progress. 3...2...1. Pencils down.

As a group total up all the ways you could cook chicken. Let's see which group had the largest number of ways to cook chicken.

Stand up if you have more than 10, 15, etc.

Find a winning group and have them share their list. Provide a prize if you would like.

Great job! Today we explored the chicken industry, including egg and meat production. Thank you for your enthusiasm today!

Application

Extended classroom activity:

Hatch out eggs in an incubator in the classroom. Document and discuss the steps in the incubation process and the role incubation has in the industry.

FFA activity:

Serve a community or faculty breakfast based on different egg dishes, and have "Fun Facts about Eggs" place settings.

SAE activity:

If eggs are hatched out, provide them to a student(s) to use as an SAE project. In return have them provide a monthly update to the class on their progress and development.

Evaluation

MS.AS.2.6.ASSESS.A.

Answers to Evaluation

1. Meat
2. Meat
3. Both
4. Egg
5. Both



Types of chicken production systems

A. Egg production Systems – management of chickens for the sole purpose of egg production

1. **Egg** – the hard shelled reproductive body of a bird, most commonly a chicken
2. **Pullet** – young female chicken used for egg production
3. **Steps:**
 - a. Pullets are fed a high quality diet
 - b. Eggs are collected
 - c. Eggs are cleaned and graded
 - d. Eggs are packaged
 - e. Eggs are shipped to restaurants and grocery stores



Types of chicken production systems

B. Meat production Systems – management of chickens for the sole purpose of meat production

1. Broiler – a chicken raised for the purpose of meat production

2. Broiler Breeder – young female chicken used for producing meat type off-spring

3. Steps:

- a. Broiler Breeder chickens are feed a high-quality diet
- b. Eggs are collected from Broiler Breeders
- c. Eggs are incubated and hatched
- d. Chicks are fed a high-quality ration and grown
- e. Full-grown broilers are harvested, cleaned, and graded
- f. Meat is shipped to restaurants and grocery stores



Name _____

Directions: Next to each of the statements, write "Egg," "Meat," or "Both" depending on what the statement relates to.

_____ 1. Hens are called broiler breeders.

_____ 2. Eggs are hatched.

_____ 3. The product is cleaned and graded.

_____ 4. Eggs are packaged and shipped.

_____ 5. The product is shipped to the grocery store or restaurant