



Where's the Beef Come From?

Middle School Food and Agricultural Literacy Curriculum

Precepts

- J. Mental Growth
- J2. Think Creatively

National Standards

- AS.01.01.02.b. Outline the development of the animal industry and the resulting products, services, and careers.
- CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.
- 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 in the United States.
- As a result of this **lesson** the students will...
- Identify common production methods for raising beef animals.

Content Outline

I. Beef production systems

- A. Cow/Calf Production – An operation that focuses on calf production through weaning.
 - 1. Cattle graze in herds in large pastures
 - 2. Calves are kept with their mothers
 - 3. Most cow/calf operations are family owned
 - 4. Calves range in age from birth to approximately 6-12 months of age
- B. Backgrounding – Growing program for feeder cattle from time calves are weaned until they go to a feedlot.
 - 1. Calves of similar age and weight are kept together and graze on pasture
 - 2. Calves begin to receive grain to supplement their diets
 - 3. Most backgrounding operations are family owned

Time

Instruction time for this lesson: 45 minutes.

Resources

Wow that Cow. Iowa Beef Industry Council official website at <http://www.iabeeff.org/Content/educators.aspx> retrieved on August 15, 2009.
Pasture to Plate. Beef Check official website at <http://www.beeffrompasturetoplate.org/stagesinbeefproductionprocess.aspx> retrieved on August 15, 2009.

Tools, Equipment, and Supplies

Writing utensils
MS.AS.2.7.AS.A – one per teacher
MS.AS.2.7.AS.B – one per student
MS.AS.2.7.AS.ESS.A – one per student

Key Terms

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

Cow/Calf

Backgrounding

Feedlot

- 4. Calves come from the cow/calf operations and stay until they are approximately 12-18 months old
- C. Feedlot – Enterprise in which cattle are fed grain and a balanced diet for 90-120 days. Feedlots range in size from less than 100-head capacity to many thousands.
 - 1. Cattle are kept in groups of approximately 100 head
 - 2. Cattle are kept in large lots allowing at least 125 square feet per head
 - 3. They are fed a scientifically formulated ration and have constant access to water.
 - The health of the livestock is carefully monitored, usually 1-2 times per day
 - 4. Cattle are fed until they reach approximately 1,250 pounds



Lesson Number: MS.AS.2.7

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Interest Approach

There are two options for interest approaches for this lesson. If technology is available, play a clip from the Wendy's commercials, "Where's the Beef?" Several different commercials can be found at www.youtube.com. If technology is not available, have students brainstorm all of the items they have eaten in the last 24 hours, then identify items that are beef.

Welcome. To start today, dial back your brains a few hours and think about all of the items you have eaten in the last 24 hours. While thinking, take out a piece of paper and a writing utensil and write down those items.

Monitor time and student progress.

Great! Now the challenging part: Circle all of the items that contain beef. Remember, some beef items include hamburger, steak, and beef roasts.

How many have beef items are on your list?

Allow for students to give responses.

Today we will focus on how beef gets from the pasture to the plate, so let's take a look.

Summary of Content and Teaching Strategies

Objective 1. Identify common production methods for raising beef animals.

Using the Karaoke e-Moment® the students will create songs using the information learned from their activity card on one of the three stages of beef production. Divide the class into three groups for this activity. Each group will create a song based on the information on their card taken from one of the three sections on **MS.AS.2.7.AS.A**. They will then present the song to the class. While the group is presenting, the remainder of the class will be recording notes on **MS.AS.2.7.AS.B** gained from the song. After each song has been performed allow students to ask questions about the material being covered.

Prepare yourself for a fun and creative day. Creativity is going to be a key to success in today's lesson. What does thinking creatively mean?

Solicit answers.

What are examples of ways that we get to use our creativity in school?

Solicit answers. Examples may include art, music, etc.

By using your creativity today you will be rewarded by learning the information in a fun way, one that will make it easier to remember!

In my hand is information about the three stages in beef production, **cow/calf operation**, **backgrounding**, and the **feedlot**. We will each be creating a song with the information on one of these cards. As we line up in the front of the room by shirt color, lightest to the left and darkest to the right, be thinking about what you already know about beef production. GO.

Use the student line up to divide students into three groups. You can number them off or simply group them together. Have one representative from each group pick up one section of **MS.AS.2.7.AS.A** and enough copies of **MS.AS.2.7.AS.B** for each person to have one.

Now that we have our groups, send one group member to the front to collect your information card and enough copies of **MS.AS.2.7.AS.B** for each person in your group.

When I say BEGIN, each team will be given ten minutes to organize the information on the card into lyrics of a song.

For example; here is some content about paragraphs to the tune of Wild Thing:

Paragraphs

You make my words sing

You make everything

Clearer

At the end of the ten minutes each team will present the song, as a group, to the class and we will take notes on the information provided by the team. Who will repeat these directions to the class? BEGIN.



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Monitor time and student progress; adjust the time as needed. Some groups may need help coming up with a song. Remind them that they can use simple nursery rhymes or current popular songs. If students are struggling, you could require a set number of facts off of the card and you or the group could fill in additional information when the group has finished presenting.

Provide time reminders at five minutes, three minutes, and 30 seconds.

I can't wait to hear what you have come up with! Let's have the **cow/calf** group go first – come to the front and share your song as a team.

Cow/Calf group shares their song. Show appreciation after each group has performed.

Thank you. Who has a question or needs more information to complete their notes page? Allow students to ask questions before moving on.

Great! Give this group a roaring applause for a great job.

The next group will be **backgrounding** – come forward.

Backgrounding group shares their song.

Excellent. Who has a question or needs more information to complete their notes page? Allow students to ask questions.

Let's give this group a huge round of applause.

The next group will be the **feedlot**.

Feedlot group shares their song.

Good Job! Who has a question or needs more information to complete their notes page? Allow students to ask questions before wrapping- up.

Let's give the **feedlot** group a great big round of applause.

Wow! Impressive work today. Let's see just how much you know about beef production.

Review/Summary

Use the *Picasso e-Moment®* to review the content. Have the students draw pictorial representations of each of the three stages of beef production to help them remember visually what that step would look like.

Way to be creative today and we are not done yet. On a notes page, draw a picture of each of the three steps in beef cattle production. The picture should make it easy to identify the step in that phase of beef production. You will have three minutes to complete this task. What questions are there? BEGIN.

Monitor time and student progress.

Time is up in 5...4...3...2...1. Who would like to share their drawings?

Allow for one or multiple students to share depending on time.

Depending on students' on-task behavior, you might collect their notes before closing.

Great job today; the next time we eat a beef product we will know the three stages it went through from the pasture to our plate.



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Application

Extended classroom activity:

Assign the class the reading "Beef – from Pasture to Plate" available at <http://www.beeffrompasturetoplate.org/stagesinbeefproductionprocess.aspx>.

FFA activity:

Educate the students at the school by creating a table tent that explains where beef comes from and display the tents on a day a beef product is served.

SAE activity:

Have students create consumer awareness posters for their SAE area.

Evaluation

Refer to MS.AS.2.7.ASSESS.A.

Answers to Evaluation

1. A
2. D
3. B
4. D
5. C



Cow/Calf Production– An operation that focuses on calf production through weaning.

- Cattle graze in herds in large pastures
- Calves are kept with their mothers
- Most cow/calf operations are family owned
- Calves range in age from birth to approximately 6-12 months of age

Backgrounding – Growing program for feeder cattle from time calves are weaned until they go to a feedlot.

- Calves of similar age and weight are kept together and graze on pasture
- Calves begin to receive grain to supplement their diets
- Most backgrounding operations are family owned
- Calves come from the cow/calf operation and stay until they are approximately 12-18 months old

Feedlot – Enterprise in which cattle are fed grain and a balanced diet for 90-120 days. Feedlots range in size from less than 100-head capacity to many thousands.

- Cattle are kept in groups of approximately 100 head
- Cattle are kept in large lots allowing at least 125 square feet per head
- They are fed a scientifically formulated ration and have constant access to water.
- The health of the livestock is carefully monitored, usually 1-2 times per day
- Cattle are fed until they reach approximately 1,250 pounds



Beef Cattle Production

- A. Cow/Calf Production – An operation that focuses on _____ production through weaning.
- Cattle graze in herds in large _____
 - Calves are kept with their _____
 - Most cow/calf operations are _____ owned
 - Calves range in age from birth to approximately _____ months of age
- B. Backgrounding – Growing program for _____ cattle from time calves are weaned until they go to a feedlot.
- Calves of similar _____ and weight are kept together and graze on pasture
 - Calves begin to receive _____ to supplement their diets
 - Most backgrounding operations are _____ owned
 - Calves come from the cow/calf operation and stay until they are approximately _____ months old
- C. Feedlot – Enterprise in which cattle are fed grain and a balanced diet for _____ days. Feedlots range in size from less than 100-head capacity to many thousands.
- Cattle are kept in groups of approximate _____ head
 - Cattle are kept in large _____ allowing at least 125 square feet per head
 - They are fed a scientifically formulated _____ and have constant access to water.
 - The health of the livestock is carefully _____, usually 1-2 times per day
 - Cattle are fed until they reach approximately _____ pounds



Beef Cattle Production Quiz

Name _____

Directions: In the line provided, write the letter of the corresponding answer.

_____ 1. What stage of production are the calves kept with their mothers?

- A. Cow/Calf Production
- B. Backgrounding
- C. Feedlot
- D. Both A & B.

_____ 2. What stage of production are the cattle kept in large pastures?

- A. Cow/Calf Production
- B. Backgrounding
- C. Feedlot
- D. Both A & B.

_____ 3. Cattle that are finished at the feedlot weight approximately how many pounds?

- A. 1,000
- B. 1,250
- C. 1,400
- D. 1,500

_____ 4. What two stages of production are cattle fed grain as a part of their diet?

- A. Cow/Calf Production
- B. Backgrounding
- C. Feedlot
- D. Both B & C

_____ 5. This is the final stage in the beef cattle production program.

- A. Cow/Calf Production
- B. Backgrounding
- C. Feedlot
- D. Both B & C