

FALL 2016 Teaching Guide



In this guide, you will find several activities that accompany articles from the **Fall 2016 issue of FFA New Horizons**. Additionally, the purpose of the first page is to showcase ways in which agriculture educators can enhance literacy and technology integration within the agricultural education classroom.

CONTENT WITHIN THIS GUIDE IS ALIGNED WITH THE FOLLOWING:

- FFA Precepts
- Agriculture Food and Natural Resources (AFNR)
- Common Career Technical Core
- National Association of State Directors of Career Technical Education Consortium (NASDCTEC)
- Common Core - Reading: Informational Text
- Common Core - Writing
- Common Core - Language
- Common Core - Speaking and Listening
- Common Core - Science & Technical Subjects
- Common Core - Literacy in Science & Technical Subjects: Writing
- Common Core - History/Social Studies
- Common Core - Math Practices
- Common Core - Math (Specific)
- Next Generation Science Standards (NextGen)
- Green/Sustainability/ Knowledge and Skill Statements
- National Standards for Financial Literacy
- AFNR Career Ready Practices
- Partnership for 21st Century Skills (P21 Skills)
- Career Pathways

SCHOLARS SAY...

A compiled list of discipline-specific or academic vocabulary found throughout this issue of FFA New Horizons:

Dynamic	Spirited	Mission
Extinction	Transparency	Diameter
Committed	Preferences	Accessibility
Impact	Agritourism	Transform
Domesticated	Artificially	Adjacent
Concentration	Inseminate	Respiratory
Integral	Sustainability	Influenza
Impact	Incubator	Geospatial
Agile	Brooder	Technology
Swift	Dynamic	

VOCABULARY ACTIVITY:

Vocabulary Family Feud! Divide the class into two groups and have one group line up on one wall and the other group on the other wall. One person from each team will come up to you (or a podium or certain spot). They will face each other. You or a designated student will be the "show host" and prompt the question (definition of a vocabulary word). If a contestant (student) knows the answer, they must say it first and correctly to get the point. If they get it wrong, they return to their seat; if they get it right, they go to the back of the line and continue playing the game. The team with a remaining person at the end wins.

STANDARDS COVERED:

L.9-10.4, L.11.12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.9-10.6, L.11.12.6
Acquire and use accurately a range of general academic and domain-specific words and phrases.

TECHNOLOGY INTEGRATION:

"Integrating technology simply means using computers within the existing curriculum. Technology should not supplant what you usually teach. It should become a tool — just like a calculator, a pen, or a chalkboard — that helps you teach and helps your students learn. It's that simple," says Lorrie Jackson in an **article** for *Education World*. Her article highlights easy steps for beginning to integrate technology into the classroom.

LITERACY TIP:

Have students at the completion of a lesson write three things they learned, two things they found interesting, and one question they still have. This can be used at the completion of any lesson as an exit ticket for the day.

COMMON CORE TIP:

According to the article "11 Tips on Teaching Common Core Critical Vocabulary," making critical words second nature to our students will not only enhance achievement on assessments, but it will be useful in college and career. One such strategy to help make critical words second nature to students is to introduce a word using the student's language. Using their own language to describe what the word means will help them to better remember the appropriate definition. Check out this **article** for more strategies on how to make those critical words second nature to students.

LITERACY QUOTES:

"Reading is to the mind what exercise is to the body." (Richard Steele)

"WE ARE FFA" TIP:

Have students discuss the following questions in pairs for three-four minutes. After the allotted time, have them share with the class their discussion and answers.

1. I am honest and fair by...
2. I advocate for agriculture by...

As a follow up, have the pairs (or can be done individually) discuss how they see others being honest and fair and how they see others advocating for agriculture.

REFERENCES:

Jackson, Lorrie. (2002, May 5). Guide to Easily Integrate Technology into Teaching. Retrieved from http://www.educationworld.com/a_tech/tech/tech130.shtml

Sprenger, Marilee. (2013, September 18). 11 Tips on Teaching Common Core Critical Vocabulary. Retrieved from <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>.

APPENDICES:

- 1 Call of the Quail
- 1 **KEY** Call of the Quail
- 2 Horsin' Around
- 2 **KEY** Horsin' Around
- 3 Career Corner
- 3 **KEY** Career Corner
- 4 Mortimers On a Mission
- 4 **KEY** Mortimers On a Mission
- 5 Agritourism



ARTICLE SUMMARY:

Call of the Quail

In this article, Kansas FFA member Kacy Schlesener discusses how she made it her mission to help bring back bobwhite quail to her community after she noticed a decline in their population.

DISCUSSION QUESTIONS:

- 1 What were the first steps Kacy had to take to get her project going?
- 2 Once she receives the quail eggs, how long must they stay in the incubator?
- 3 At what age are the bobtail quail considered adult birds?
- 4 How did Kacy's project evolve over time?

ACTIVITY:

Activity #1: Students will use information from the article to complete Call of the Quail Question and Answer (Appendix 1) sheet. *No Internet access is needed to complete this activity.*

FFA TIP:

Use this article and activity to get FFA members motivated and thinking about their own supervised agricultural experience (SAE) project. At the next chapter meeting, have older members mentor younger members about different topics/projects for SAE ideas. Click [here](#) to show FFA members different types of SAE projects that they can easily implement for their own SAE. These videos can also be shown as an introduction to SAE in the classroom. These videos can also be found on the classroom videos page on FFA.org, under the educators tab.

SAE TIP:

For students struggling to come up with a project/topic idea for their SAE, have them watch each of the SAE videos (click [here](#) for the videos). For each video, have students write a three-to five-sentence description/summary for each video. Then have them research five project ideas that they could implement for their own SAE project.

VOCABULARY:

Mission
Incubator
Preserves
Brooder
Dynamic

CAREER PATHWAY:

Animal Systems

RELATABLE ARTICLES:

Species Description: Northern Bobwhite Quail

<http://www.naturalresources.msstate.edu/wildlife/northern-bobwhite-quail.asp>

Northern Bobwhite Audubon Field Guide <http://www.audubon.org/field-guide/bird/northern-bobwhite>

APPENDICES:

Appendix 1 – Call of the Quail Question and Answer

Appendix 1 KEY – Call of the Quail Question and Answer

STANDARDS ALIGNMENT:

FFA Precept

FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results.

FFA.PL-C.Vision: Visualize the future and how to get there.

FFA.PL-E.Awareness: Understand personal vision, mission and goals.

AFNR

CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Career Technical Core
NASDCTEc

Common Core - Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence.

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development. CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text.

Common Core - Writing

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing.

Common Core - Language

CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words.

Common Core - Literacy in Science & Technical Subjects: Writing

CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts.

CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing.

Common Core - Math Practices

MP6 Attend to precision.

NextGen

HS-ETS1-3 Evaluate a solution to a complex real-world problem.

AFNR Career Ready Practices

CRP02. Apply appropriate academic and technical skills.

CRP04. Communicate clearly, effectively, and with reason.

P21 Skills

Communication

Entrepreneurial Literacy

Information, Communications, and Technology Literacy

Initiative and Self-direction

Leadership and Responsibility

Name: _____

Call of the Quail Question and Answer

Directions: Read the article, “Call of the Quail” in the Fall 2016 issue of *FFA New Horizons* and answer the following questions.

1. How did Kacy get started with her quail project?



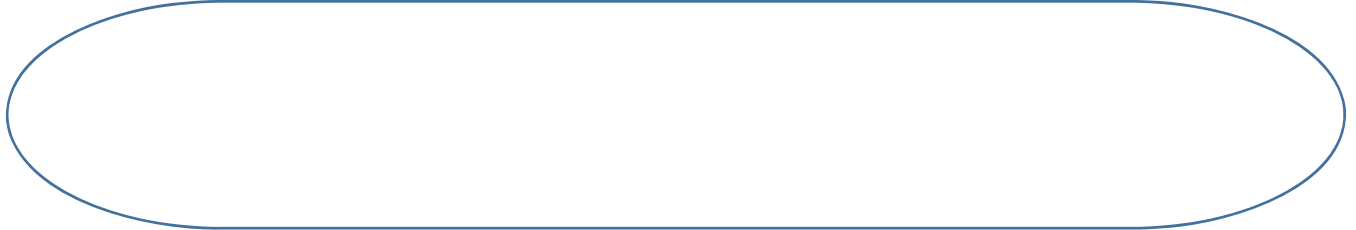
2. Describe how she began her project:



3. Why is losing a few unhatched eggs not a huge loss?



4. Describe the process once the quail are in the brooder:



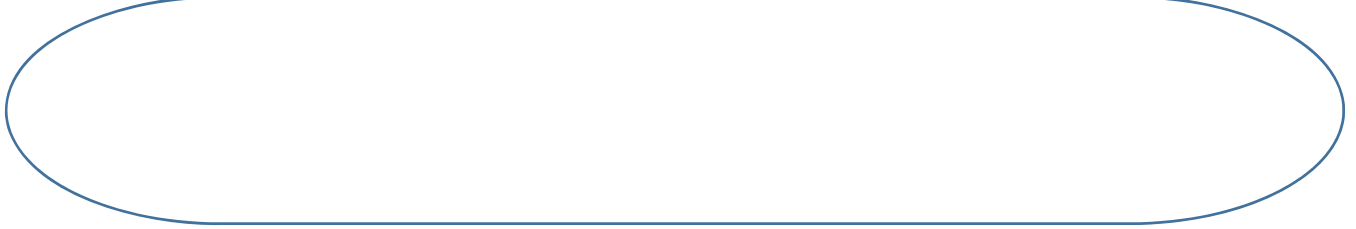
5. Identify three unique facts about quail:



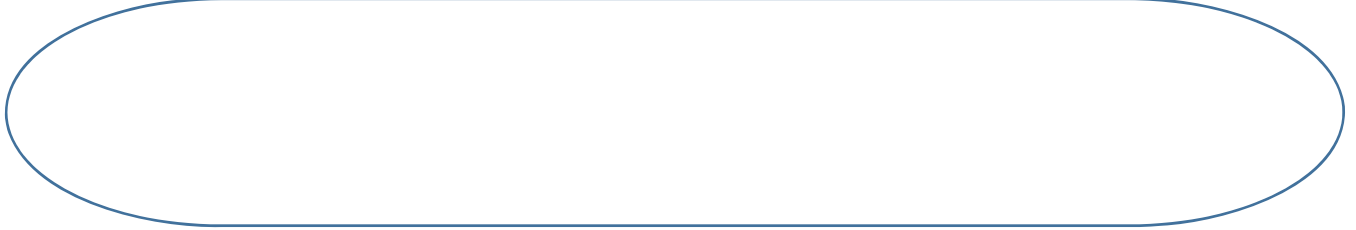
6. What is the next step in the process once the birds reach 16 weeks of age?



7. What are Kacy's future career and educational goals?



8. How has Kacy made an impact on her local FFA chapter?



Appendix 1

Aligned to the following standards:

FFA.PL-A.Action; FFA.PL-C.Vision; FFA.PL-E.Awareness; CS.05; CCSS.ELA-RI.9-10.1; CCSS.ELA-RI.9-10.2; CCSS.ELA-RI.9-10.4; CCSS.ELA-L.9-10.6; CCSS.ELA-WHST.9.10.2; CRP.04

Name: _____

Call of the Quail Question and Answer Key

Directions: Read the article, “Call of the Quail” in the Fall 2016 issue of *FFA New Horizons* and answer the following questions.

1. How did Kacy get started with her quail project?

She noticed a decline in the population of bobwhite quail in her area so she made it her mission to help bring back the quail to the area.

2. Describe how she began her project:

She began hatching quail in an incubator at her parents’ home and raising the quail until they were ready to sell to local hunters and hunting preserves. She had 250 eggs in the first batch. The first batch of quail eggs came from Georgia.

3. Why is losing a few unhatched eggs not a huge loss?

Since she buys the eggs for 30 cents each and sells the adult quail for about \$4.50 each, it helps recoup her loss.

4. Describe the process once the quail are in the brooder:

The quail are placed in the brooder pen for eight weeks and afterward transferred to a separate flight pen that has a mesh netting over the top.

5. Identify three unique facts about quail: *(All possible answers)*

Members of the pheasant family, eat insects, grain, and seeds. They can only fly a short distance. They are hunted by humans, cats, skunks, foxes, snakes, owls and dogs. In some areas of the U.S. they have been hunted almost to extinction. Quail can build their nests on the ground and can lay up to 12-16 eggs at a time. They can survive three-five years in the wild.

6. What is the next step in the process once the birds reach 16 weeks of age?

At 16 weeks of age, they are considered adult birds and are ready to sell.

7. What are Kacy's future career and educational goals?

Currently, she is studying dental hygiene at Flint Hills Technical College and will graduate in 2017. She hopes to continue the quail business with her family on a part-time basis after she graduates.

8. How has Kacy made an impact on her local FFA chapter?

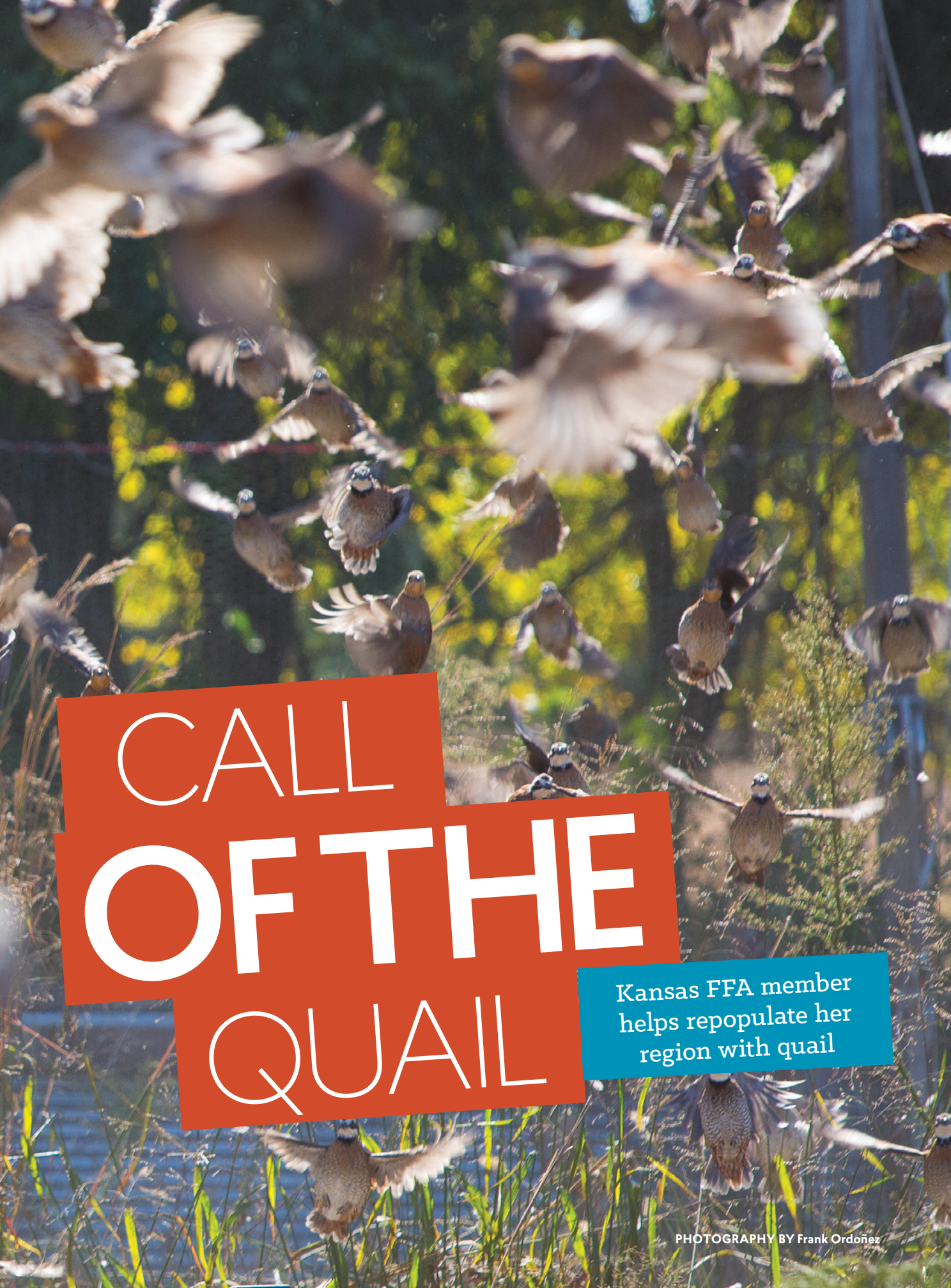
Since the launching of Kacy's quail project, three other students have done similar SAEs because of her influence.

Appendix 1

Aligned to the following standards:

FFA.PL-A.Action; FFA.PL-C.Vision; FFA.PL-E.Awareness; CS.05; CCSS.ELA-R1.9-10.1; CCSS.ELA-R1.9-10.2; CCSS.ELA-R1.9-10.4; CCSS.ELA-L.9-10.6; CCSS.ELA-WHST.9.10.2; CRP.04





CALL OF THE QUAIL

Kansas FFA member
helps repopulate her
region with quail

PHOTOGRAPHY BY Frank Ordoñez



Kacy places the quail eggs in an incubator for 21 days then moves the eggs into a hatcher. Once the birds are hatched, she keeps them under heat lamps before taking outside.

When Kacy Schlesener of Dover, Kan., noticed a decline in the population of bobwhite quail in her area, she made it her mission to help bring back the small, plump birds popular among hunters.

In 2011, when she was a sophomore at Mission Valley High School, Kacy focused her supervised agricultural experience (SAE) project on repopulating her region with quail. She began hatching quail in an incubator at her parents' home and raising them until they were ready to sell to local hunters and hunting preserves. Once she saw the first quail hatch from its small egg, Kacy was hooked.

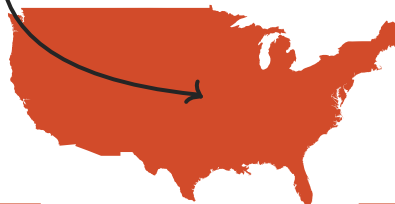
"It's pretty fun to watch," she says. "I had 250 eggs in my first batch, and it was so cool to see them all hatch."

Kacy ordered her first batch of quail eggs from Georgia, but was concerned

about them being damaged during shipping. She then began ordering the eggs from Sharon, Kan., which is closer to her home. Her dad, Bruce, and mom, Jenni, have helped the project become a family business, as has her 19-year-old brother, Lukas.

EMPORIA, KS

Kacy Schlesener is passionate about repopulating her region with bobwhite quail.



"When we first get the eggs, they go in an incubator for 21 days," she says. "Then we put them in the hatcher, where they hatch over the next 24 to 72 hours. We keep them in my parents' basement for a while

because it's a constant temperature, and we check on them frequently to see if they are dried off and healthy."

Next, the baby quail go into a brooder pen, where they are divided up equally so they don't get too hot or suffocate one another.

"Occasionally we have some eggs that don't hatch, so my dad and brother use those as trapping bait," Kacy says.

A few unhatched eggs don't cause a huge loss since she buys the eggs for 30 cents apiece and is able to sell the adult quail for about \$4.50 each.

The quail stay in the brooder pen for eight weeks, and then are transferred to a separate flight pen that has a mesh netting over the top. Kacy and her dad built the brooder pen from an old shed, and she took out a \$1,500 loan to build the flight pen.

"It's neat to watch them grow from the size of a 50-cent piece to a little smaller than a pheasant," Kacy says. "I enjoy it because it gets me outside,

DID YOU KNOW?

- Quail are members of the pheasant family.
- Adults stand six to seven inches in height and typically weigh about six ounces.
- They eat insects, grain and seeds.
- Quail can only fly a short distance.
- These birds are hunted by humans, cats, skunks, foxes, snakes, owls and dogs.
- In some areas of the U.S., quail have been hunted almost to extinction.
- Quail build their nests on the ground.
- They can lay up to 16 eggs at a time.
- Quail can survive 3-5 years in the wild.

and I get to spend time with my dad and brother.”

Once the birds reach 16 weeks of age, they are considered adult birds and are ready to sell. Buyers often release them on their own land or use them to train hunting dogs.

“One client buys 25 birds at a time just to keep them near his home because he likes how they sound,” Kacy says. “The biggest client I have likes to band them so he can track them a year later. He has bought 500 birds, 1,000 birds and even 1,500 at a time.”

Kacy has come a long way since 2011, when she started with her first batch of 250 eggs. Today, she and her family hatch batches of 3,000 eggs at a time, with two different batches per season. She won four district FFA awards and two state FFA awards in wildlife preservation management for her quail repopulation project.

Kacy’s FFA advisor, Kelly Hoelting, says since Kacy launched her quail project, three other students have done similar SAEs because of her influence.

“Kacy is such a dynamic young lady who I knew was special,” Hoelting says. “I really encouraged her to try agricultural education as she was unsure coming into her freshman year. I saw a spark in her that I knew would help not only grow herself but our entire chapter.”

Kacy served in numerous offices and as committee chairs throughout high school and will receive her American FFA Degree at the 2016 National FFA Convention & Expo.

“I am lucky to have taught her all of her years in high school and have had her as a student in my program,” Hoelting says.

Kacy is studying dental hygiene at Flint Hills Technical College in Emporia, Kan., and will graduate in 2017. She also works part-time in an orthodontics office. Kacy hopes to continue the quail business with her family on a part-time basis after she graduates.

“Family is big to me, so I plan to stay close to home,” she says.

– Jessica Mozo



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ARTICLE SUMMARY:

Horsin' Around

This Ag 101 article focuses on a variety of equine facts such as where and when they originated, their original uses, the top equine states and the most popular horse breeds. Check out this article to learn everything you needed to know about horses!

DISCUSSION QUESTIONS:

- 1 How tall do you think the world's tallest horse is?
(Can also have the students convert the answer to hands).
- 2 Which five states do you think are the top equine producers?
- 3 What is the average lifespan of the domestic horse?

ACTIVITY:

Activity #1: Students will use the information from the article "Horsin' Around" to complete "Horsin' Around" (Appendix 2) sheet. *No Internet access is needed to complete this activity.*

FFA TIP:

If students are interested in horses, take a field trip to a local horse farm. Another option is to have someone from a local horse farm come and speak to your class or be a guest speaker during a chapter meeting. Interested members can also participate in your regional or state's horse judging career development event.

SAE TIP:

For students interested in equine as their potential SAE idea, set them up with a mentor using a contact from a local horse farm. Students can volunteer or job shadow at the horse farm as their SAE.

VOCABULARY:

Equine
Domestic
Economic
Recreational
Versatility
Gelding
Domesticated

CAREER PATHWAY:

Animal Systems

RELATABLE ARTICLES:

The Evolution of Horses
<http://www.amnh.org/exhibitions/horse/the-evolution-of-horses>

Horse Breeds:
Basic Descriptions of
Widespread Equine Breeds
<http://www.horses-and-horse-information.com/horsebreeds.shtml>

APPENDICES:

Appendix 2 – Horsin' Around

Appendix 2 KEY –
Horsin' Around

STANDARDS ALIGNMENT:

FFA Precept

FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results.

FFA.PL-C.Vision: Visualize the future and how to get there.

FFA.PL-E.Awareness: Understand personal vision, mission and goals.

AFNR

CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Career Technical Core
NASDCTEc

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CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development.

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text.

Common Core - Writing

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts.

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Common Core - Language

CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words.

Common Core - Literacy in Science & Technical Subjects: Writing

CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts.

CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing.

Common Core - Math Practices

MP6 Attend to precision.

NextGen

HS-ETS1-3 Evaluate a solution to a complex real-world problem.

AFNR Career Ready Practices

CRP02. Apply appropriate academic and technical skills.

CRP04. Communicate clearly, effectively, and with reason.

P21 Skills

Communication

Entrepreneurial Literacy

Information, Communications, and Technology Literacy

Initiative and Self-direction

Leadership and Responsibility

Name: _____

Horsin' Around

Directions: Read the article "Horsin' Around" in the Fall 2016 edition of *FFA New Horizons* and answer the following questions.

1. Where did horses originate?

2. What were the original uses of the horse?

3. Approximately how long ago did the horse start to become extinct before being re-introduced to European colonies?

4. Horses can be found in almost every country in the world except which country?

5. How many different breeds of horses are there?

6. How many horses are there in the United States?

7. In the U.S. what are horses mainly used for?

8. What is the name of the world's tallest horse?

9. How tall is Big Jake?

10. How much does Big Jake weigh?

11. In which state are horses not found in the U.S.?

12. How many horses in the U.S. are used for recreational purposes?

13. Which state leads in horse production? What is the economic impact?

14. What are the four other leading states with high concentrations of horses?

15. What is the average lifespan for a domestic horse?

16. What are the five most popular breeds of horses? Give a fact on each breed:

Appendix 2

Aligned to the following standards:

FFA.PL-A.Action; CCSS.ELA- RI.9-10.1; CCSS.ELA- RI.9-10.2; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CRP.02; CRP.04

Appendix 2: Horsin' Around KEY

Directions: Read the article “Horsin' Around” in the Fall 2016 edition of *FFA New Horizons* and answer the following questions.

1. Where did horses originate?

North America and spread to Asia and Europe

2. What were the original use of the horse?

Milk and meat when first domesticated around 3000 or 4000 B.C

3. Approximately how long ago did the horse start to become extinct before being re-introduced to European colonies?

10,000 years ago

4. Horses can be found in almost every country in the world except which country?

Antarctica

5. How many different breeds of horses are there?

400

6. How many horses are there in the United States?

9.2 million

7. In the U.S. what are horses mainly used for?

Work, competition, transportation and recreation

8. What is the name of the world's tallest horse?

Big Jake

9. How tall is Big Jake?

210.2 centimeters tall

10. How much does Big Jake weigh?

2,600 pounds

11. In which state are horses not found in the U.S.?

Horses are found in every state

12. How many horses in the U.S. are used for recreational purposes?

3.9 million

13. Which state leads in horse production? What is the economic impact?

Kentucky; \$3 billion and provides close to 40,665 jobs

14. What are the four other leading states with high concentrations of horses?

Florida, South Dakota, Texas and Montana

15. What is the average lifespan for a domestic horse?

25 years

16. What are the five most popular breeds of horses?

Thoroughbred, American Saddlebred, Clydesdales, American Quarter Horse and Appaloosa

Give a fact on each breed:

Thoroughbred: Known for horse racing; breed is agile, swift and spirited.

American Saddlebred: Known for its ability to master the slow, stepping gait, in addition to other gaits.

Clydesdales: Known for size; can stand over 6 feet tall. Known for long hair on their legs.

American Quarter Horse: Breed excels at sprinting short distances. Some have been clocked at 55 miles per hour in short distances.

Appaloosa: Bred by Nez Perce Indians from Spanish stock. Coats are typically patterned with dark or white spots, and their hooves are usually striped.

Appendix 2

Aligned to the following standards:

FFA.PL-A.Action; CCSS.ELA- RI.9-10.1; CCSS.ELA- RI.9-10.2; CCSS.ELA- RI.9-10.4; CCSS.ELA-W.9-10.2;
CCSS.ELA-W.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CRP.02; CRP.04

Horsin' Around

Hitch up to these equine facts

Take a ride back in time 50 million years to discover the origin of today's horses. These graceful creatures originated in North America and spread to Asia and Europe. Originally, horses were used for milk and meat when they were first domesticated around 3000 or 4000 B.C.

Approximately 10,000 years ago, the horses left behind in North America became extinct before being re-introduced by European colonies.

Today, horses can be found in almost every country in the world except Antarctica, representing more than 400 different breeds. There are 9.2 million horses in the United States, used mainly for work, competition, transportation and recreation.

Their versatility in use is linked to the diversity of horses around the world. Horses come in all shapes, sizes and colors. Big Jake, a Belgian gelding, is the world's tallest horse, standing 210.2 cm tall and weighing 2,600 pounds.

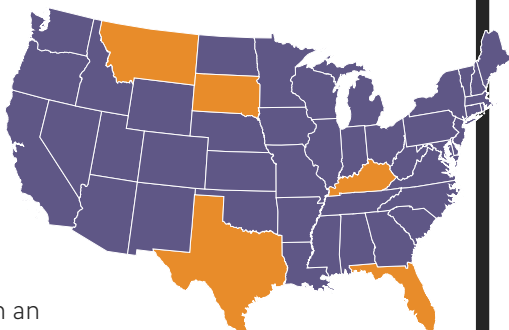


Top Equine States

There are currently horses in every state throughout the nation, and 45 states have at least 20,000 horses. Approximately 3.9 million horses are used for recreational purposes.

Kentucky leads the pack in horse production, with an economic impact of \$3 billion and close to 40,665 jobs in the equine sector. The horse racing industry plays an integral role in the state's economy.

Florida, South Dakota, Texas and Montana also have high concentrations of horses.



25

Domestic horses have an average lifespan of 25 years.

It Takes All Kinds

FIVE POPULAR HORSE BREEDS

- 1 THOROUGHBRED:** Best known for horse racing, this breed is agile, swift and spirited.
- 2 AMERICAN SADDLEBRED:** This breed is known for its ability to master the slow stepping gait, in addition to other gaits.
- 3 CLYDESDALES:** Known for their size, the horses can stand over 6 feet tall. They are also known for the long hair on their legs.
- 4 AMERICAN QUARTER HORSE:** This breed excels at sprinting short distances. Some have even been clocked at 55 miles per hour in short distances.
- 5 APPALOOSA:** These horses were bred by the Nez Perce Indians from Spanish stock. Their coats are typically patterned with dark or white spots, and their hooves are usually striped.



ARTICLE SUMMARY:

Healthy, Happy Animals

Are you interested in a career within the animal industry? This article discusses three types of careers with Zoetis, the world's largest animal health company. Check out this article to learn in-depth about animal science-related careers.

DISCUSSION QUESTIONS:

- 1 What are the three specific careers highlighted in the article?
- 2 How did each of these individuals get their start in this career field?

ACTIVITY:

Activity #1: Students will use the information from the article "Healthy, Happy Animals" to complete Career Corner (Appendix 3) sheet. *No Internet access is required to complete this activity.*

FFA TIP:

Have a career day in your classes and bring in a variety of guest speakers who represent different aspects of the animal science industry. Your FFA chapter could also host a local agriculture career fair day where you invite different agricultural-related businesses/farms/organizations to come in and discuss career opportunities with students within their respective organizations.

SAE TIP:

FFA members can job shadow locals in the community who work in various aspects of the animal science industry, and this can be used as their SAE project. To further help members decide what career area they are interested in, have them take the assessment on AgExplorer. Students can access AgExplorer through My Journey on their **FFA.org** account.

VOCABULARY:

Passionate
Transparency
Antibiotic
Stewardship
Preferences
Influencers

CAREER PATHWAY:

Animal Systems
Agribusiness Systems

RELATABLE ARTICLES:

Careers in Animal Science
<http://academics.aces.illinois.edu/career-services/linking-careers/ans-careers>
Career Opportunities for Animal Science Graduates
http://animalscience.uconn.edu/internshipsandemployment/ansc_graduate_employment.php

APPENDICES:

Appendix 3: Career Corner
Appendix 3: Career Corner KEY

STANDARDS ALIGNMENT:

FFA Precept

FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results.

FFA.PL-C.Vision: Visualize the future and how to get there.

FFA.PL-E.Awareness: Understand personal vision, mission and goals.

AFNR

CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Career Technical Core
NASDCTec

Common Core - Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence.

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development.

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text.

Common Core - Writing

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing.

Common Core - Language

CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words.

Common Core - Literacy in Science & Technical Subjects: Writing

CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts.

CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing.

Common Core - Math Practices

MP6 Attend to precision.

NextGen

HS-ETS1-3 Evaluate a solution to a complex real-world problem.

AFNR Career Ready Practices

CRP02. Apply appropriate academic and technical skills.

CRP04. Communicate clearly, effectively, and with reason.

CRP08. Utilize critical thinking to make sense of problems and persevere in solving them.

P21 Skills

Communication

Entrepreneurial Literacy

Information, Communications, and Technology Literacy

Initiative and Self-direction

Leadership and Responsibility

Name: _____

Career Corner

Directions: Read the article “Healthy, Happy Animals” in the Fall 2016 issue of *FFA New Horizons* and answer the following questions.

Career Focus: Christina Lood, Communications Team, Zoetis

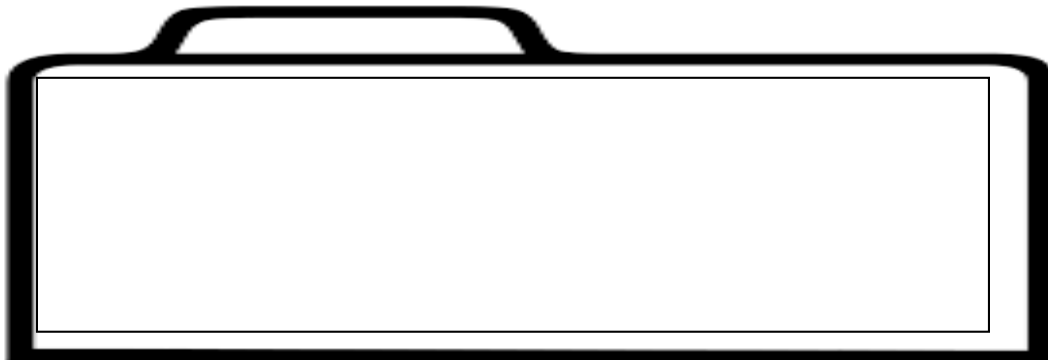
1. Describe her typical work day:



2. Explain how consumers’ preferences are driving the industry and her career:



3. What is her advice for FFA members who are interested in agricultural communications?



Career Focus: Betsy Whiteaker, Territory Sales, Zoetis

1. What are her specific job responsibilities?



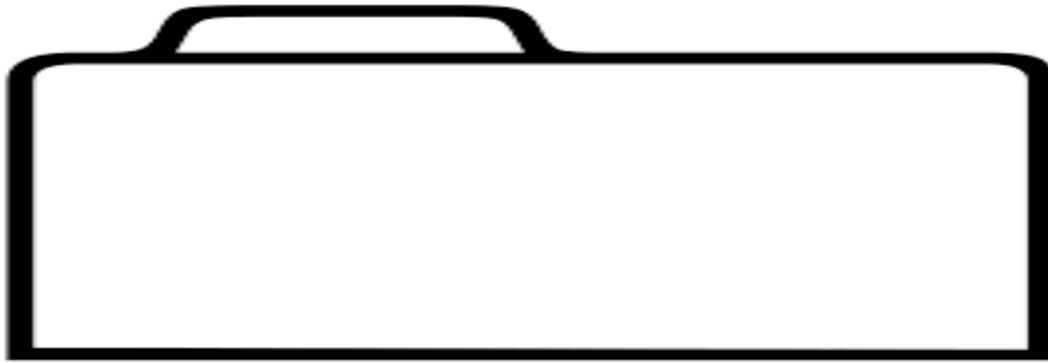
2. What FFA career development event relates to her daily job tasks?



3. Who are her typical clients?



4. How does she communicate with her clients?



5. How did she get interested in this type of position?



Career Focus: Dr. Dennis Horter, Technical Veterinary Services, Zoetis

1. What is his specific job title?



2. What are his job responsibilities?



3. Describe an example of how his team functions can be seen in the industry and with customers:



4. Explain how Zoetis helps support FFA?



Appendix 3

Aligned to the following standards:

FFA.PL-A.; FFA.PL-C.; FFA.PL-E.; CS.05.; CCSS.ELA-R1.9-10.2; CCSS.ELA-R1.9-10.4; CCSS.ELA-W.9-10.2;
CCSS>ELA-W.9-10.4; CCSS.ELA-L.9-10.6; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CRP.02; CRP.04

Name: _____

Career Corner KEY

Directions: Read the article “Healthy, Happy Animals” in the Fall 2016 issue of *FFA New Horizons* and answer the following questions.

Career Focus: Christina Lood, Communications Team, Zoetis

1. Describe her typical work day:



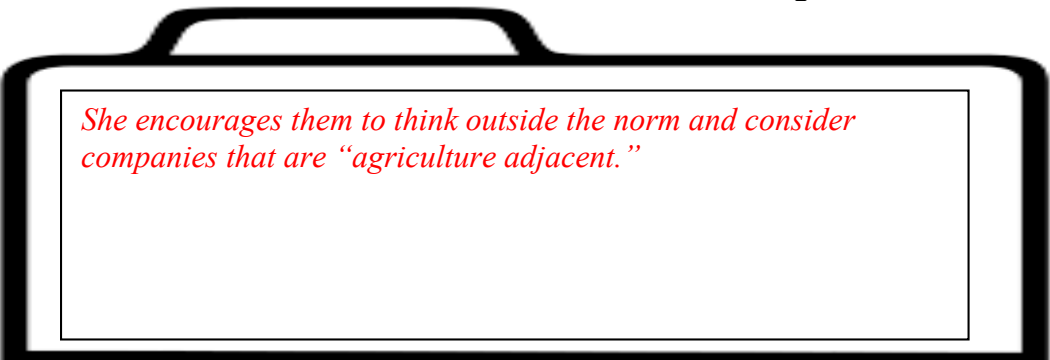
The workday typically begins with monitoring news sources to determine what's truly important in the pork and poultry industries, but it can quickly shift to conducting media training or crafting a response to a time-sensitive social post.

2. Explain how consumers' preferences are driving the industry and her career:



Consumers are much more interested today in where their food comes from and how it was raised. Throw in social media, which continues to increase in importance. Social media gives them a great opportunity to talk with consumers and influencers on social media about how healthy animals are raised.

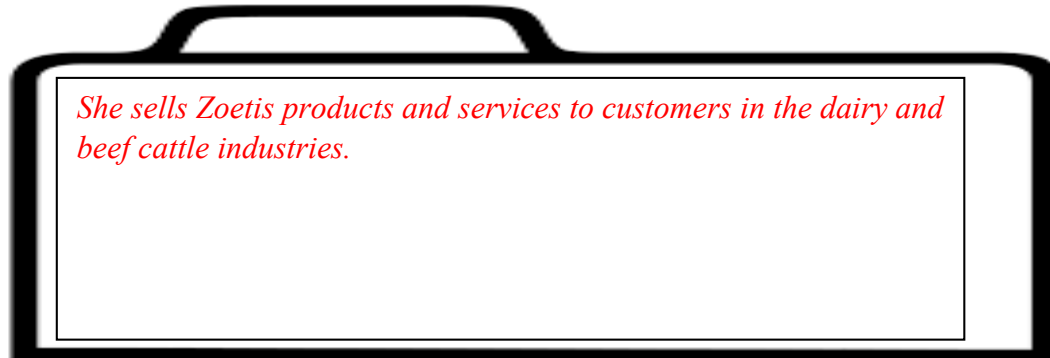
3. What is her advice for FFA members who are interested in agricultural communications?



She encourages them to think outside the norm and consider companies that are “agriculture adjacent.”

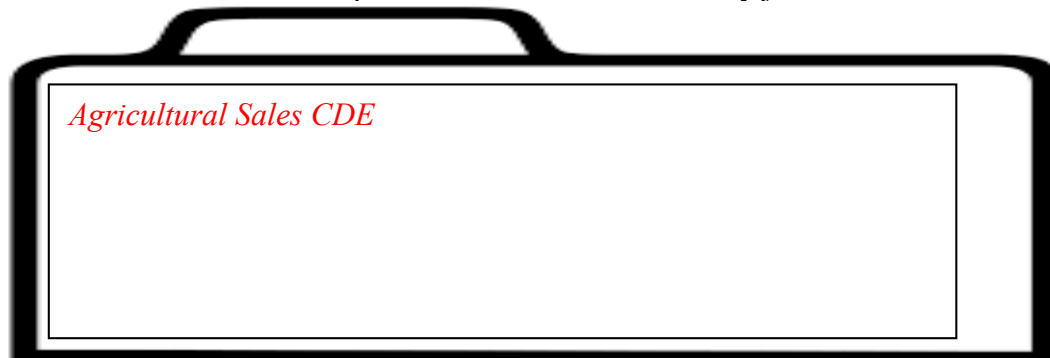
Career Focus: Betsy Whiteaker, Territory Sales, Zoetis

1. What is her specific job responsibilities?



She sells Zoetis products and services to customers in the dairy and beef cattle industries.

2. What FFA career development event relates to her daily job tasks?



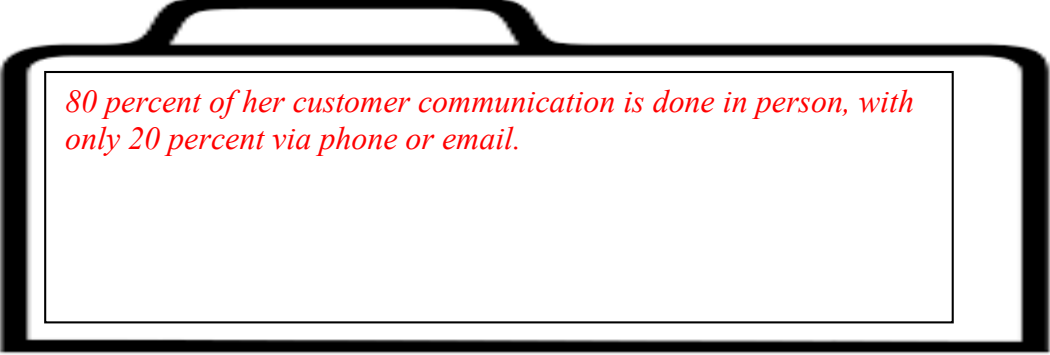
Agricultural Sales CDE

3. Who are her typical clients?



Clients include livestock veterinarians and managers of dairies that range in size from 500 to 10,000 cows.

4. How does she communicate with her clients?



80 percent of her customer communication is done in person, with only 20 percent via phone or email.

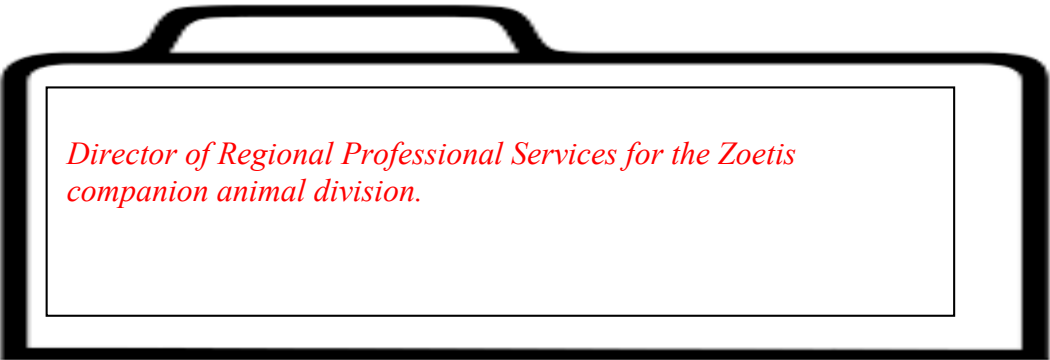
5. How did she get interested in this type of position?



She was drawn to the fast-paced, relational aspect of sales.

Career Focus: Dr. Dennis Horter, Technical Veterinary Services, Zoetis

1. What is his specific job title?



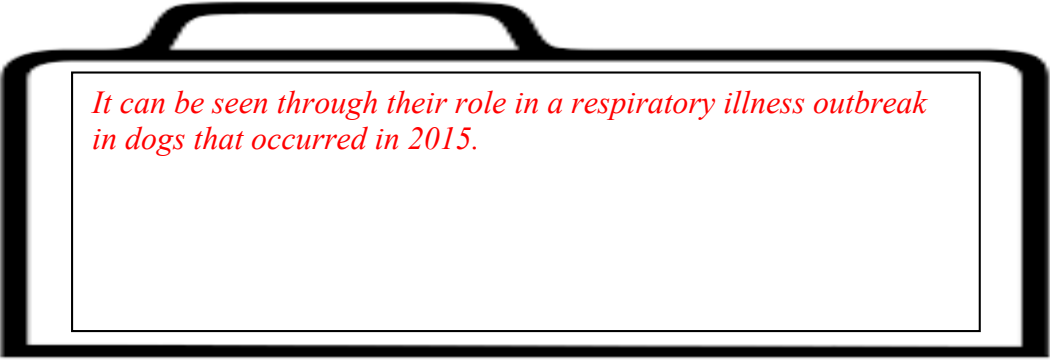
Director of Regional Professional Services for the Zoetis companion animal division.

2. What are his job responsibilities?



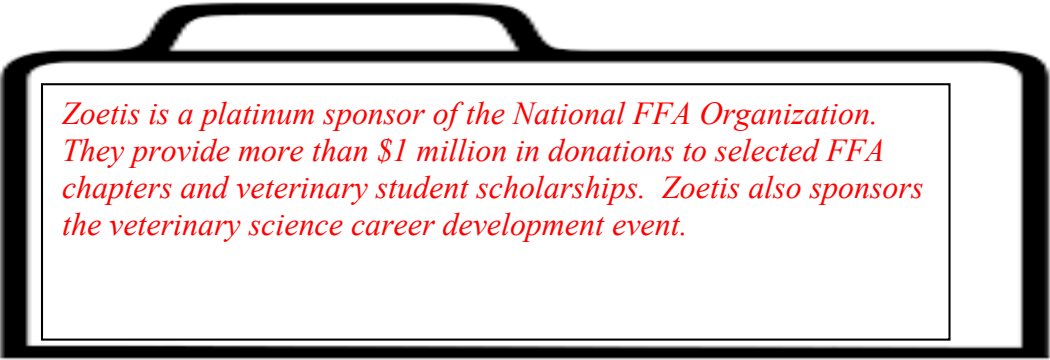
He oversees a team of technical services veterinarians, whom provide education to customers (veterinary hospitals) and keep them up to date on recent research findings.

3. Describe an example of how his team functions can be seen in the industry and with customers:



It can be seen through their role in a respiratory illness outbreak in dogs that occurred in 2015.

4. Explain how Zoetis helps support FFA?



Zoetis is a platinum sponsor of the National FFA Organization. They provide more than \$1 million in donations to selected FFA chapters and veterinary student scholarships. Zoetis also sponsors the veterinary science career development event.

Appendix 3

Aligned to the following standards:

FFA.PL-A.; FFA.PL-C.; FFA.PL-E.; CS.05.; CCSS.ELA-RI.9-10.2; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS>ELA-W.9-10.4; CCSS.ELA-L.9-10.6; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CRP.02; CRP.04

HEALTHY, HAPPY ANIMALS

Learn about three types of careers with Zoetis, the world's largest animal health company

If you're passionate about pets or livestock and want to pursue a career related to animals, there are more than 500 options available to you. Many of those careers are available at Zoetis, the largest animal health company in the world, and a National FFA platinum sponsor. We've profiled three Zoetis professionals, showcasing just a few of the many careers the company has to offer.



CHRISTINA LOOD
COMMUNICATIONS TEAM

As director of communications for the U.S. pork and poultry team, Christina Lood must be ready for the unexpected. Her workday often begins with monitoring news sources to determine what's truly important in the pork and poultry industries, but it can quickly

shift to conducting media training for a Zoetis expert before a news interview or crafting a response to a time-sensitive social post.

"I love jumping on those challenges, finding the perfect words to write and respond to something," says Lood, who describes her position as managing both internal and external communications for the pork and poultry teams. Much of her current work relates to antibiotic stewardship, a topic important to Zoetis customers, but in general, Lood's team weighs in on issues that their customers face when "dealing with pressures from farther down the food chain, like packers or from food companies that are ultimately having to answer to consumers."

Lood says that consumers' preferences are driving the industry – and her career – in new ways.

"Consumers want transparency, and they are much more interested

today in where their food comes from and how it was raised. Couple that with social media, which has also continued to increase in importance," Lood explains. "It's given us a great opportunity to talk with consumers and influencers on social media about how healthy animals are raised."

In the spirit of helping educate consumers, Lood advises FFA members who are interested in agricultural communications to think outside the norm and consider companies that are "agriculture adjacent."

She explains, "As an example, food companies are creating policies which ultimately affect how animals are raised on farms. That creates a big opportunity for those who are knowledgeable about agriculture to make an incredible impact through a career at those companies. We at Zoetis are working more to establish dialogue with those companies and help them learn more about how healthy animals are raised on modern farms today, but we need more agriculturalists on staff for those companies, too."



BETSY WHITEAKER
TERRITORY SALES

Betsy Whiteaker recently coached an FFA Agricultural Sales Career Development Event team, and she says it's very similar to the work she does as a territory business manager. Located in Washington, she sells Zoetis products and services to customers in the dairy and beef cattle industries.

"The portion of the Ag Sales CDE where the team sits down with multiple clients and works to come up with the best solution is extremely similar to how we work," Whiteaker explains, adding that the products and services that Zoetis provides are tailored to the need of that individual customer.

Whiteaker's clients typically include livestock veterinarians and managers of dairies that range in size from 500 to 10,000 cows. Her truck is her office, and she does 80 percent of her customer communication in person, with only 20 percent via phone or email.

Whiteaker was drawn to the fast-paced, relational aspect of sales, and she says it's a great agricultural career choice. Gaining experience is key, though. She recommends, "If you can work in a local feed store or agricultural business to see the sales process, that's a great place to learn."



DR. DENNIS HORTER
TECHNICAL VETERINARY
SERVICES

Growing up on a cattle ranch in South Dakota, Dr. Dennis Horter knew at age 5 that he wanted to become a veterinarian.

What he would realize much later, though, is that his specific interest was in providing technical veterinary product support. That's his focus now, as a director of regional veterinary professional services for the Zoetis companion animal division.

Horter oversees a team of technical services veterinarians, all of whom provide education to veterinary hospitals and keep them up to date on recent research findings.

"We're troubleshooters," he says. "We come in if veterinarians are having problems and help them find a way to move forward. We spend 80 percent of our time out with customers, supporting them in the areas that we specialize in."

One example of how Horter's team functions can be seen through their role in a respiratory illness outbreak in dogs in 2015. Local veterinarians were having trouble figuring out the cause of the illness, so the Zoetis team assisted in the diagnosis, which was a new type of influenza not seen before.

This type of veterinary work is specialized, but Horter says it's also extremely rewarding. "There are only so many animals I can help by the ones I can lay my hands on," he says. "But helping veterinarians advance the work they do creates a much bigger impact on our profession."

ZOETIS SUPPORTS FFA

Zoetis discovers, develops, manufactures, and commercializes a diverse portfolio of animal health medicines and vaccines designed to meet the real-world needs of veterinarians and the livestock farmers and companion animal owners they support.

Building on 60 years of experience, Zoetis delivers quality medicines and vaccines, complemented by diagnostic products and genetic tests, and supported by a range of services. The company is working every day to better understand and address the real-world challenges faced by those who raise and care for animals.

Zoetis also believes in the future of agriculture and is a platinum sponsor of the National FFA Organization. Its Zoetis Industry Support Program, in its eighth year, provides more than \$1 million in donations to selected FFA chapters and veterinary student scholarships.

Zoetis also sponsors the veterinary science career development event and supports the National Association of Agricultural Educators' Communities of Practice.

Thank you, Zoetis!

zoetis



ARTICLE SUMMARY:

Mortimers on a Mission

Agritourism is a fast-growing sector within agriculture. This article discusses how one farming family in Arizona uses their farm to teach the public about agriculture. They host a variety of events on the farm, ranging from fun fall activities to a Christmas village. Check out this

article to see how the family works together to make this operation a success!

DISCUSSION QUESTIONS:

- 1 What are the specific events that are hosted on the farm?
- 2 How does each member of the Mortimer family contribute to the overall daily operation of the farm?
- 3 What does Sharla (the mom) hope for the future of the business and her family?

ACTIVITY:

Activity #1: Students will use the information from the article "Mortimers on a Mission" to complete Getting to Know Mortimers on a Mission (Appendix 4) sheet. *No Internet access is required to complete this activity.*

Activity #2: Students will use the information from the article "Mortimers on a Mission" to complete Agritourism (Appendix 5) sheet. *Internet access is required to complete this activity.*

FFA TIP:

For FFA members interested in learning more about agritourism, check out your state's agritourism website and find a local farm/business that is considered an agritourism business and take a field trip. You could also invite someone from an agritourism business to be a guest speaker in your class or at a chapter meeting.

SAE TIP:

Have FFA members interested in agritourism research five local agritourism farms/businesses. Information students should look for include: the history of the business, events held at the business and any interesting facts that would help the student learn more about agritourism as a whole.

VOCABULARY:

Preparatory
Agritourism
Acre
Artificially inseminate
Ambition
Transform
Pursue

CAREER PATHWAY:

Agribusiness Systems

RELATABLE ARTICLES:

Small U.S. Farms Find Profit in Tourism http://www.nytimes.com/2011/06/10/business/10tourism.html?_r=0

Agritourism can boost farmers' revenue, Virginia Tech study finds <https://vtnews.vt.edu/articles/2015/02/021115-cals-agritourism.html>

APPENDICES:

Appendix 4 - Getting to Know Mortimers on a Mission

Appendix 4 KEY - Getting to Know Mortimers on a Mission

Appendix 5 - Agritourism

STANDARDS ALIGNMENT:

FFA Precept

FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results.

FFA.PL-C.Vision: Visualize the future and how to get there.

FFA.PL-E.Awareness: Understand personal vision, mission and goals.

AFNR

CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Career Technical Core
NASDCTec

Common Core - Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence.

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development.

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text.

Common Core - Writing

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing.

Common Core - Language

CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words.

Common Core - Literacy in Science & Technical Subjects: Writing

CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts.

CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing.

Common Core - Math Practices

MP6 Attend to precision.

NextGen

HS-ETS1-3 Evaluate a solution to a complex real-world problem.

AFNR Career Ready Practices

CRP02. Apply appropriate academic and technical skills.

CRP04. Communicate clearly, effectively, and with reason.

P21 Skills

Communication

Entrepreneurial Literacy

Information, Communications, and Technology Literacy

Initiative and Self-direction

Leadership and Responsibility

Name: _____

Getting to Know Mortimers on a Mission

Directions: Complete this worksheet using the *FFA New Horizons* article, “Mortimers on a Mission.”

1. The arrival of fall on the Mortimer family farm indicates what:
 - a. arrival of football season
 - b. time for the annual family vacation
 - c. time to shut down after the busy summer season
 - d. arrival of thousands of visitors in search of pumpkins and fun

2. Mortimer Farms is classified as:
 - a. an educational facility
 - b. wedding venue
 - c. store
 - d. agritourism attraction

3. What is the size of the Mortimer family farm?
 - a. 200 acres
 - b. 250 acres
 - c. 300 acres
 - d. 150 acres

4. Identify one activity that each Mortimer sibling assists with on the farm:

5. In addition to the festivals that are hosted on the farm each year, what other activities take place?

Appendix 4

Aligned to the following standards:

FFA PL-A; FFA PL-E; CCSS.ELA-RI.9-10.2; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS>ELA-W.9-10.4; CCSS.ELA-L.9-10.6; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4

Name: _____

Getting to Know Mortimers on a Mission - KEY

Directions: Complete this worksheet using the *FFA New Horizons* article, “Mortimers on a Mission.”

1. The arrival of fall on the Mortimer family farm indicates what:
 - a. arrival of football season
 - b. time for the annual family vacation
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 - c. store
 - d. agritourism attraction**
3. What is the size of the Mortimer family farm?
 - a. 200 acres
 - b. 250 acres
 - c. 300 acres**
 - d. 150 acres

4. Identify one activity that each Mortimer sibling assists with on the farm:

Answers will vary; possible answers: Ashlee helps to artificially inseminate the cattle and plan the annual Pumpkin Festival in October and Sweet Corn Harvest Party in August. Hayden helps with planting, harvesting, fertilizing and checking fences. Kayla helps with the cattle, horses, goats, chickens, pigs and dogs, and works in the Country Store. Kolten helps with horses. All help with the daily chores.

5. In addition to the festivals that are hosted on the farm each year, what other activities take place?

They also host educational school field trips and summer camps for kids ages 5 to 13. During the Christmas season, the farm transforms into Christmas Village with pre-cut live Christmas trees for sale, a petting zoo and a bonfire with s'mores and stories.

Appendix 4

Aligned to the following standards:

FFA.PL-A., FFA.PL-E., CCSS.ELA-R.9-10.2; CCSS.ELA-R.9-10.4; CCSS.ELA-W.9-10.2; CCSS>ELA-W.9-10.4;
CCSS.ELA-L.9-10.6; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4

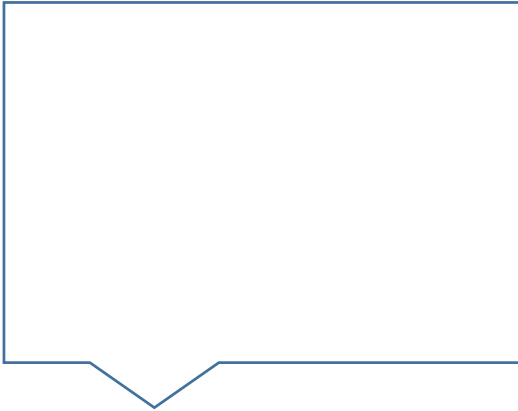
Name: _____

Agritourism

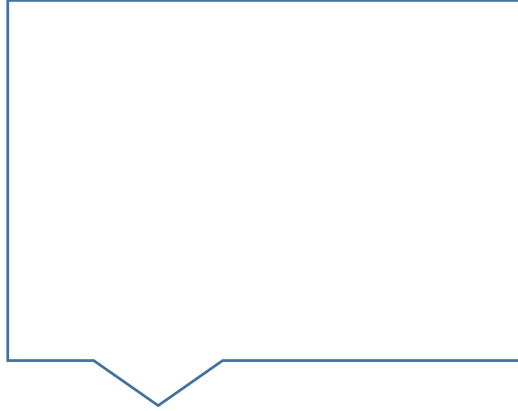
Directions: Research two local agritourism farms or agritourism businesses in your state or surrounding state.

Farm or Business 1) Name of Agritourism Farm or Agritourism Business: _____

1. What is the address of the farm or business?



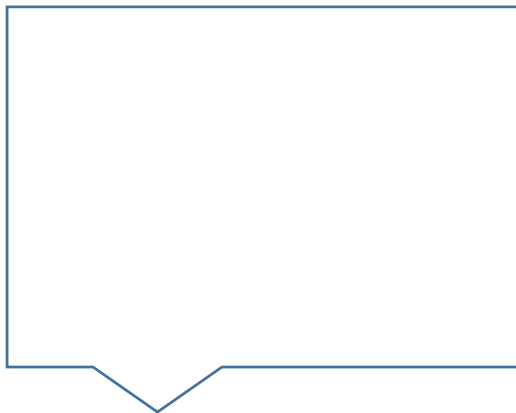
2. Who are the owners?



3. What activities do they host at this farm or business?
(Identify three)



4. What is the website for this specific farm or business?



Name: _____

Appendix: Agritourism

Directions: Research two local agritourism farms or agritourism businesses in your state or surrounding state.

Farm or Business 2) Name of Agritourism Farm or Agritourism Business: _____

1. What is the address of the farm or business?

2. Who are the owners?

3. What activities do they host at this farm or business?
(Identify three)

4. What is the website for this specific farm or business?



Appendix 5

Aligned to the following standards:

FFA.PL-A.;CS.05; CCSS.ELA-RI.9-10.1; CCSS.ELA-RI.9-10.2; CCSS.ELA-RI.9-10.4; CCSS.ELA-WHST.9.10.2;
CCSS.ELA-WHST.9.10.4;CRP.02; CRP.04

MORTIMERS ON A MISSION

Arizona FFA family
uses their farm to
teach the public
about agriculture





The Mortimer siblings say that having a diversified farm means there's always plenty to do, regardless of the season. Here, Kayla harvests produce to be sold, Kolten rides his horse and Hayden pulls corn from a bin to feed animals.

Fall has arrived, and for 18-year-old Ashlee Mortimer of Dewey, Ariz., that means thousands of curious visitors will be flooding her family's farm in search of pumpkins and good, clean fun. For Ashlee and her siblings, Hayden (16), Kayla (14) and Kolten (12), and their parents, Gary and Sharla, fall is a bustling time of year, and the long-awaited season gives them the opportunity to share the story of agriculture with visitors who come to spend a day at Mortimer Farms.

"I love to see families and city kids come out and enjoy the farm," says Ashlee, who graduated from the Arizona Agribusiness and Equine Center, a college preparatory high school, in May 2016 and was a member of the AAEC Prescott Valley FFA Chapter for four years. "They get their hands in the dirt and learn about agriculture and how awesome it is. They get to see how dedicated ag people really are."

"I love to see families and city kids come out and enjoy the farm."

– Ashlee Mortimer

Mortimer Farms is a popular Arizona agritourism attraction that is open to the public year round. The Mortimers grow sweet corn and more than 20 different vegetables and melons on their 300-acre farm and raise Black Angus beef, chickens, turkeys and pigs. Farm visitors can buy the fresh produce and meats at

Mortimer's Country Store, and explore the farm's petting zoo or take a scenic wagon ride.

Each of the kids help with farm chores in different ways. Ashlee helps artificially inseminate the cattle and plan the annual Pumpkin Festival in October and Sweet Corn Harvest Party

in August. Hayden enjoys tractors and horses, and helps with planting, harvesting, fertilizing and checking fences. Kayla spends a lot of time with the cattle, horses, goats, chickens, pigs and dogs, and she works in the country store. And Kolten loves all things horses.



Guests to Mortimer Farms enjoy the homemade fudge and canned goods sold in the country store.



“Mostly they do chores willingly – mostly,” Sharla Mortimer says with a smile. “Kids are kids, and we try to let them decide in what ways they want to help on the farm. They can use their talents, likes, and ambitions to benefit the family and the farm.”

One of Kayla’s favorite jobs is working in the country store bakery, where they sell sandwiches, pies, cinnamon rolls and homemade fudge.

“I specialize in baking the cookies, especially the chocolate chip,” Kayla says. “They’re really good. I enjoy meeting the customers, talking to them and telling them about our farm.”

During her four years in FFA, Ashlee served as vice president of her chapter. Hayden and Kayla are currently active in FFA. Mom Sharla is a big fan of FFA.

“I see how much FFA teaches kids to think outside the box – to look to their future and see agriculture as an option,” Sharla says. “Americans need to look at agriculture differently if we want to move into the next generations. We need kids who want to be involved, want to grow food and want to be part of a critical – but very difficult – industry. I see FFA as a way to open doors to kids, whether raised on a farm or not, and show them there are options.”

In addition to Mortimer Farms’ Sweet Corn Harvest Party and Pumpkin Festival, they also host educational school field trips and summer camps for kids ages 5 to 13. During the holiday season, the farm transforms into Christmas Village with pre-cut live Christmas trees for sale, a petting zoo, and a bonfire with s’mores and stories.

Ashlee’s goal is to go to college and pursue a career in agricultural public relations.

“I want to help close the gap between consumers and food producers,” she says. “I have a blog called Beyond the Barbwire where I do video interviews with producers. For my senior project, I interviewed farmers and ranchers all over Arizona. It’s really fun to hear people say they learned something from my blog.”

Gary and Sharla hope their children will continue to grow food and protect the land they call home.

“I hope our children and their children will have the opportunity to farm,” Sharla says. “I hope many families will visit our farm and understand more about agriculture and why we must protect it. Agritourism is a way for families to connect with the land – an opportunity to walk into the fields and harvest their own food. It is a way for families to make memories that last forever. Just like in FFA, experience is the best education, and we’re happy to offer both at Mortimer Farms.”

– Jessica Mozo



MORE ONLINE

Learn more facts about the U.S. agritourism industry at FFAnewhorizons.org.