



Food Production Veterinary Science

Suggested Grade Level 6

Objective	The students will research food production on the Internet and in library books, videos/DVDs, newspapers, and periodicals. They will then write a story using the facts that were learned.
Materials	<ul style="list-style-type: none"> • AVMA Poster • Internet Access • Library time

<p>Procedure</p> <p>National Standards:</p> <p>Language Arts</p> <ul style="list-style-type: none"> • Research & data collection • Writing skills <p>Science</p> <ul style="list-style-type: none"> • Populations and ecosystems • Science & technology in society 	<ul style="list-style-type: none"> • The teacher begins the lesson by asking the students to make a list of (or discuss) some of their favorite foods. Next, the teacher asks students the source for each food mentioned. (For example, <i>What foods come from cattle?</i>) The teacher leads students into thinking about what care is needed to raise cattle, pigs, or chickens so that they will be safe sources of food. • Ask students how safe food could be a problem. <i>Why are animals sometimes not safe to eat?</i> Tell students they will now do some research on what is needed to raise healthy animals that produce safe sources of food. • After sharing the information about cow-calf veterinarians, ask students to choose another animal used for food (pig, poultry, or fish) and conduct research on how they are raised to be a safe source of food. <i>A list of Web sites to start with is provided in the backgrounder for this photo.</i> Students may also find interesting information by selecting an animal and looking at the “images” tab in Google. Consider requiring the students to use at least two different types of resources for collecting their facts. • Once each student’s research is complete and checked by the teacher for accuracy, students should write a narrative about the animal they researched. Tell them to include quotes of facts and information about how the animal is housed and fed and the care provided by a veterinarian to help ensure it will be a safe source of food.
--	---

Ideas to extend this lesson	Have students share their stories and answer questions that class members ask about the facts they included. In addition, tell students to share what they learned about the process of conducting research to gather facts for their stories. When more than one student chooses the same animal, share two presentations back-to-back with a comparison of what information was <i>presented—what was similar? Different? Which story gave the most useful information? What was best about each presentation/story?</i>
------------------------------------	--

