The following activities are suggestions for pre- and post-tour activities tied to your visit to the NAILE, held each November at the Kentucky Exposition Center in Louisville, Kentucky. One important goal of the NAILE Education Program is to expand, evaluate and improve teaching materials to complement the Show and make new resources for agriculture (particularly livestock) education available to all teachers.

The following activities are grouped by skill/discipline/concept subheadings loosely tied to Kentucky Education Core Content. Teachers are encouraged to evaluate the materials using the accompanying evaluation form and contact Lauren Beckley at NAILE to share any of their own suggestions for related teaching activities and strategies.

Suggested grade levels follow each activity (P=Preschool, E=Elementary, M=Middle, H=High). Activities with specific activities related to NAILE (Pre-tour, during tour or post-tour) are indicated by an asterisk*. Many words found in this packet’s Livestock Vocabulary are given in italics.

Locating Sources
1. Collect information about agriculture-related jobs through reading and interviews (see interviews with NAILE participants in this packet); create a database of your findings. **EMH**

2. Create a bibliography of novels set on a farm. **EM**

3. Contact your local extension agent for brochures on agriculture and the environment. Create an informative bulletin board display, brochure rack or resources folder for your school library. **EMH**

4. Watch the farm report on the television news (or listen to the radio farm report) or clip the ag pages from the local newspaper for one week, making notes daily. At the end of the week, compile a vocabulary. **EM**

Reading
1. Start a scrapbook of clippings related to agriculture from newspapers and agriculture publications. **EM**

2. Read food labels/recipes/menus for dairy/beef/pork/lamb and other livestock-related products. **E**

3. Read stories and poems about farms and livestock. Create a reading list of your favorites to share with another class. (see Bibliography) **PE**

4. Subscribe to agriculture magazines or investigate them in your library. **MH**
Observing

1. * Introduce students to a variety of farm animals using picture books (with photographic illustrations, if possible), videos and other sources. Help them identify animals they will see and recognize in the Children’s Barnyard and in the NAILE barns. Use the NAILE Breeds Listing in this packet to determine the breeds present in the Show.

2. * Observe the judges in the show ring- What do they do? PEMH

3. * Ask judges how observations affect their job. EM

4. * Spend time focusing on a specific animal. Discuss its characteristics. Recognize the same breed in another setting by identifying characteristics. EM

5. * Observe animals’ behavior while in the barn. Do different animals behave differently? PEM

6. * Watch the ducklings in the Children’s Barnyard. Select one duckling to observe specifically. Does it follow any pattern of behavior? (Staying in the front/middle/back, eating each time it goes down the slide…) PE

Listening

1. * Identify and discuss the various sounds you hear in the barns or show areas. Compare the various sounds the animals make at different times/under different conditions (during grooming, in the show ring, at feeding, during stall cleaning, when they are near other animals/people…) Variation: Take a pocket tape recorder with you to the show and tape sounds from various places on the tour. Back in the classroom, play back parts of the tape and have the students describe what they hear/where they think the recording was made. PEM

Quantifying

1. * Estimate the weights of various animals and check for accuracy by asking the exhibitor (if he or she is not too busy). Calculate the average weight of the students in the class. Use this average to calculate how many students are equal in weight to a specific animal. EM

Visualizing Space

1. * After returning to the classroom, try to re-trace the steps of your tour from memory by drawing paths taken by the group on a blank map of the North American. Compare to a map recorded by the teacher during the tour. E

Classification

1. Develop a system to classify and compare breeds. EM

2. Create a card matching game by photocopying the pictures of various farm animals, breeds of cattle, etc., and pasting them onto index cards. Create a card game by writing one clue on the back of each card with a picture of the breed on the front. John Pukite’s book, A Field Guide to Cows (Penguin Books, 1998), has terrific illustrations for this
purpose, as do the breeds pages of the University of Kentucky and Oklahoma State University Websites. PEM

3. * Develop an illustrated index of breeds in book form by identifying and recognizing images of various animals, then adding the characteristics and descriptions to each. Devote a separate page to each breed. Take a camera to the North American and photograph examples of each breed to add to your book. EM

4. Introduce students to the words used to describe young and mature animals. Create a bulletin board or illustration board using images of baby animals and their parents, along with vocabulary words. PE

Writing
1. Provide students: with a list of words selected from this packet’s Livestock Vocabulary. Create an illustrated dictionary defining the words. EM

2. Write a short story set on a farm for your writing portfolio. EM

3. * Prior to your tour, assign various students to serve as reporters, covering specific aspects of the experience at the Show. Assign other students to be official photographers. Back in the classroom; create a newspaper, featuring topical articles and photos covering the show. M

4. * Immediately after returning to the classroom, prepare, as a class, a list of words describing the smells, sounds and tactile experiences of the North American International Livestock Exposition and the livestock there. Employ at least three of the words on the class list when writing a haiku or other poetic form. PE

5. Visit a farm and write a poem that reflects the farm at the particular time of the day or the season of the year when you visited. EM

Music
1. * Review animal and farm songs before the visit so the students are familiar with them. At NAILE, remind them of some of the songs as you tour. For example, while in the barns: “Listen to the sounds the animals make. Remember a song we sang featuring animal sounds (“Old MacDonald”)? How do the real animal sounds compare to the ones we made in the song?” PE

2. * For fun, in the NAILE Children’s Barnyard, observe the chicks hatching. Have the students join together to quietly sing “Happy Birthday” to the newborn chicks. Ask them why this song is appropriate here and tell them a little about the hatching process. Back in the classroom, write a song (as a class) about the hatching chicks or some other memorable NAILE experience. Include words or phrases suggested by the students and set the lyrics to music from a familiar tune. (Bit of trivia: It takes 21 days for a chick to hatch.) PE
3. Perform a learning version of “Old MacDonald” using animal facts between each verse to an audience of younger students. **EM**

**Movement**

1. * Analyze/characterize/describe the various movements in Quarter Horse Show events. **PEM**

2. * Observe movements in the Show Ring. Recreate the animal/human relationships in a movement exercise upon returning to the classroom. **PE**

**Electronic Technology**

1. Do Internet searches for livestock breeds, agriculture colleges, goats, Clydesdales, etc. **EM**

**Science – Patterns**

1. The black and white markings of the Holstein breed of dairy cattle are unique and individual. Like fingerprints, no two Holsteins share the same markings. Compare patterns of Holstein’s spots, finding words to describe and classify them. Where else in nature can we find such diversity in patterning? **PE**

2. Interview a farmer about the daily routine of caring for the animals. **PEM**

3. * Describe behavioral patterns observed during the stock dog trial or sheep dog herding demonstrations. **PEM**

4. Ask breeders questions about the breeding cycles of a certain species. Create a model of population growth in a herd of ten, predicting the number of animals in the herd after three seasons, after five seasons… **EM**

5. Investigate water quality in a growing industrial area. Predict the impact this could have on livestock nearby in the future. **M**

6. Chart the gestational cycle of various farm animals on a calendar. **EM**

**Science – Systems and Interactions**

1. Hogs are often used in medical research because their anatomy is so similar to humans. Create a chart and illustrations comparing the biology of the hog and the human. **MH**

2. * Compare the modern milking machine to hand-milking methods, recording step-by-step procedures. Chart the production variances (av. 100cows/hour vs. 6 cows/hour). During the Dairy Show at NAILE, students may observe milking machines in action in the Milking Parlor. **EM**

3. Research the various uses of the edible and non-edible products and by-products of a particular kind of animal (hog, cattle, and sheep). Discuss the importance of livestock not only as a food source, but also as a source of vital contributions to medicine,
manufacturing and technology. Develop a diagram of the animal with animal parts and their uses labeled. Affix the diagram to the center of a large poster board or bulletin board. Surround the diagram with a collage representing the various products and by-products. To expand this activity further, create a similar illustrated board showing how Native Americans made use of virtually every part of the buffalo. Discuss the concept of minimal waste/maximum utilization and how it applies to both examples. EM

4. There are many ways to investigate cause and effect as it relates to livestock production. For example, humans need the nutritional values provided by eating a variety of foods, and what we eat affects our overall health. So, too, the food consumed by livestock affects its health and product quality. More than 80% of beef cattle’s diet is not edible to humans, so humans are not competing with beef cattle for the same food sources. Even more importantly, however, when cattle eat these foods and then we eat the cattle, some of the nutrients gained through the cattle’s diet are eventually passed along to us. Eating cattle may give us nutrients we could not receive any other way. Create a food chain that represents some of these ideas. EM

5. Although the NAILE focuses on the farmers involved in livestock production, many farmers produce livestock and crops, and all livestock farmers depend on cultivation or row crop farming to feed their animals. For example, the production of broilers (chickens) is gaining importance in Kentucky agriculture as breeding and processing operations grow around the state. Broilers raised throughout the country are major consumers of corn and soybeans grown in Kentucky. (And talk about efficiency! A broiler can convert less than 2 pounds of feed into 1 pound of meat.) Investigate inter-dependency in agricultural production and prepare a presentation or video showing the importance of cultivation farming (corn, soybean, grain and hay production, etc.) to livestock production. EMH

6. Read about recent research in biotechnology. Write an editorial expressing your speculations about the long-term effects that a particular practice (e.g., genetically engineering strains of livestock or using growth hormones) may have on the ecosystem. MH

Science – Models and Scale
1. Diagram a food web involving livestock. E

Science – Evolution
1. Make a list of desirable characteristics in a pet (good temperament, soft coat…) and consider this in relation to breeding. How has animal husbandry changed historically? How have the characteristics of breeds changed over time? EMH

2. Create a graphic time line recording agricultural practices over time or graph the development of a livestock breed similarly. EMH

3. Research the selection of livestock traits in breeding, reporting on some of the various reasons why certain traits have been selected or eliminated in the gene pool (e.g.,
Holsteins have been selectively bred for milk consumption; the N’dama in East Africa have been selected due to their resistance to a particular disease there…). MH

Mathematics – Number Concepts
1. Investigate livestock marketing and margins for profit. Compare expenses and profitability in the industry. H

2. Chart costs of cuts of beef at a local grocery. Identify the location of various cuts of meat on a diagram of beef cattle. Read recipes in cookbooks to see how different cuts are used. Chart prices of beef entrees on a restaurant menu. Is there a correlation between the grocery and restaurant prices for specific cuts of meat? M

3. * Judging:
   One important aspect of a livestock exposition is that animals and their owners have opportunities to compete against other animals and owners. Different shows and different breeds have different judging and scoring methods. A few of the shows at the NAILE employ a numeric scoring system. One of these is the Lead Line, a style show connected to the Sheep Show. In this competition, children wearing wool clothing lead sheep in the ring. Judges score the participants, and the competitor with the highest score takes first place.

   The Feeder Calf and Feeder Steer Shows use a three-man judging system (other shows use one judge or one judge plus a breed association representative). In the three-judge system the animals are ranked in the same way that ordinals are assigned to athletes during the Olympic Games.

   While animals are judged based on the specific desired characteristics of their breed and their ability to carry these preferred characteristics on in their offspring, some awards are also given based on the market quality of the product(s) for which they are raised. For example, in the Dairy Show, special awards are given for the highest milk production (measured in pounds) recorded.

   Another important aspect of the exposition is the training, competition and recognition of young livestock owners. For example, in the National Junior Holstein Show, for exhibitors under the age of 21, an outstanding exhibitor award is given based on the junior exhibitors’ sportsmanship, herdsmanship and knowledge.

   Discuss various scoring and judging methods the students have experienced or are aware of. Compare ways of scoring various sports (football vs. baseball, Olympics vs. professional, etc.) or popular games, beauty pageants and talent contests, etc.

   Establish some sort of competition in the classroom. Determine the qualities to be scored and assign specific numeric values to each. Score various entries in the competition. Evaluate the effectiveness of the judging. Ask a group of judges outside of the classroom to judge the same entries but do not give them any information about your scoring system. Compare results. Discuss differences in objective and subjective methods. Discuss instances when subjective evaluation is important and/or necessary. EM
Mathematics – Measurement

1. * The weight of an animal is often an important statistic at livestock expositions and at the market when farmers go to sell the animals. For example, at the NAILE hog show, the classes are divided into weight categories, and the exhibitors of both beef steers and market lambs must declare a market weight. The animal must weigh in within the range of its declared market weight in order to qualify. This keeps exhibitors from engaging in artificial filling or overfeeding the animals to achieve a higher weight just before the judging. Brainstorm about the various ways that we use weight measurement (of humans, animals, products, etc) in our daily lives. **EM**

2. In many livestock shows, the animals are scanned for fat/muscle content before judging using ultrasound technology. Producing just the right amount of fat in a meat animal (beef, swine or sheep) is one of the great challenges of farmers who breed and raise livestock. (Just as the weight of humans is effected by both genetic and dietary factors, so too, is the weight of animals). Today, consumers look for leaner meats, and butchers who purchase meat by the pound does not wish to trim off waste they cannot sell. But livestock judges look for an ideal amount of fat, for marbling ensures tenderness and flavor in meat, and some backfat (fat around the outer carcass; it becomes the trim around steaks and pork chops) is necessary for an animal to be healthy and protected. Investigate ways the fat/muscle of humans is measured by health care professionals. Compare the procedures/results/significance of these analyses in animals and humans. **EM**

3. * At the NAILE beef show, a computer calculates an important number on each competing animal: a weight per day of age. Figured by the formula, weight divided by the number of days old, an animal’s weight per day of age is one way to determine its growth ability or growth potential. This figure may have an impact on how well the animal does in competition and how successful it will be at breeding or sale. “Adopt” a newborn animal on a local farm. Correspond with the farmer about the growth of the animal over the season. Chart the animal’s weight over time and represent in various graphic ways. **EM**

4. Discuss the relation of measurements of various milk containers to one another: knowing that the average dairy cow produces 7 gallons of milk per day, compute the daily production in half-gallons, quarts, pints, half-pints…representing each with a graphic. **E**

5. Convert measurements of milk in recipes to measurements in packaged containers (one cup equals one half-pint, etc.). Determine the amount of milk to add to the shopping list in order to make all of the recipes in a selected group. **EM**

Mathematical Structure

1. Discuss divisions of livestock into classes and subclasses. **EM**

2. Investigate bloodlines. **EM**

3. Study a chart of the foundation animals and genealogy of a particular breed. Create your own family tree. Compare. **EM**
Social Studies – Democratic Principles
1. Develop definitions of “animal rights” and “animal welfare.” Examine various viewpoints by sending for literature, running Internet searches, reading articles, conducting interviews. Be sure to include the viewpoints of farmers in your study. Consider how myths, emotions, human behaviors, economics and cultural/environmental differences among people may figure into these issues. Throughout the lesson, keep a journal of different viewpoints, meaningful quotes and your personal views. Variations: write and editorial for your portfolio expressing your personal views on a related subject or stage a debate representing various viewpoints. MH

Social Studies – Social Systems
1. * Interview a young member of a family exhibiting at the NAILE about the roles of family members on a farm. PEM

2. * Discuss rules of behavior during barn tours, including reasoning behind rules (animal welfare, student safety, etc.) Have students create hand signals or code words associated with the rules to use during your tour when fellow students need gentle reminders. PE

3. * Write a poem, rhyme or rap song incorporating barn behavior rules to sing on the bus. E

4. * Evaluate class behavior after the field trip. PE

5. * Invite a farmer to talk to the class about the ways that animals are cared for on the farm. Ask about concerns that you may have for the welfare of the animals and allow the farmer to respond to them. After the visit, discuss how farm animals are different from pets. Write a Farm Animal Bill of Rights. On your tour of the North American, observe how families are involved in caring for most of the animals and how important good care is to raising healthy animals that will provide high quality food and other important resources for us. If you see things that concern you on your tour, don’t be afraid to ask about them. Many children wonder if shearing the sheep hurts them or makes them cold, for example. Your guide or even an exhibitor (if he or she is not too busy at the time) can tell you why certain things are done and how the animal feels about it all. EM

6. * At NAILE, observe the Sheep Herding Demonstrations. Back in the classroom; invite a dog trainer or veterinarian to visit. Ask questions about how dogs are trained, describing to them your experience at the NAILE demonstrations. At, interview a neighbor or family member about the training of their pet. What behaviors has the animal learned and how did the animal learn them? Compare more effective with less effective training techniques. Write an instructional piece featuring the methods of an interviewed trainer (professional or amateur) or write about your own experiences training your pet. EM

7. Introduce the word anthropomorphism to the class and ask the class to provide literary examples (or examples from other media) where farm animals are given human characteristics and behaviors. Read or view examples as a class (the novels Animal Farm or Charlotte’s Web or the film Babe, for example). Discuss aspects of these depictions
that are unrealistic and why. Speculate as to why these conversations are so popular (or, for older students, how they help make the story more universal). Find other examples of anthropomorphism (pets that talk in television commercials; cartoon animals that think human thoughts; cats that appear to “meow” to Jingle Bells thanks to the magic of editing; legends or myths that give the winds, the ocean or other natural elements human qualities; M&M candies that appear in ads with arms, legs and attitudes…). Write or tell a short story that features animals or other non-human elements with human qualities.

Social Studies – Cultural Diversity
1. Research the significance of cattle/swine/goats in various world cultures, documenting differences in beliefs, diet, recipes, popularity, etc. EM

Social Studies – Economics
1. Research market trends/consumption and production over a 100/150-year period for milk/pork/beef…speculate as to the causes of change (advertising, costs, availability, storage capabilities, new products/uses, etc.). MH
2. Chart the number and size of farms in Kentucky during each decade of the 20th century. EM
3. Locate current figures for the export and import of agricultural products. Design a graphic chart to represent on aspect of your findings, e.g., the top five countries importing U.S. livestock products. EM

Social Studies – Geography
1. * Interview a young family member exhibiting at the North American about the importance of the trip to this show. EM
2. Make a list of the kinds of responsibilities you would have as a family member on a working farm. Compare this list with a list of your family responsibilities now. Variation: correspond with a pen pal or e-mail pal about the differences/similarities in your city/farm responsibilities.
3. Research the percentage of agricultural land used in various countries. How much of the designated agricultural land is cultivated? How much is permanent pasture? Reflect the results in pie charts. EM
4. Compile a list of various livestock breed names, noting the names that include a geographic reference/incorporate place name. (Examples … Dairy Cattle: Ayrshire, Brown Swiss, Guernsey, Jersey; Beef Cattle: Australian Lowline, Belgian Red, Galloway, Hereford; Goats: Alpine, Nigerian Dwarf, Russian White, San Clemente; Draft Horses: Belgian, Clydesdale, Dutch Draft; Sheep: Border Leicester, Dorset, Scottish Highland; Swine: Arapawa Island, Hampshire, Lithuanian Native, Ossabaw Island.) Locate each of these place names on a map. Where are many of them located? Brainstorm about other examples of place names incorporated into our language (e.g.,
dog breeds, foods, furniture styles…) Note: Some Websites and resources that describe breeds include history and geographic origins (www.ansi.okstate.edu/breeds).

5. Prepare an illustrated map of the locales of origin of breeds of a particular species. Advanced: Indicate movement of the breeds to the first established locales in the U.S. (including dates). Analyze U.S. import sites in relation to land resources. EMH

6. Create a cookbook compiled of pork recipes from various countries. Compare differences in preparations, cuts of meat, spices, flavors, etc. EM

7. Compare the physical features of various breeds in relation to their climates of origin. Chart the features that would be beneficial according to climate. EM

8. Investigate real estate in your community to find the ideal site for a new beef cattle farm. What characteristics make the land desirable? Prepare and advertisement for the land as “prime farm land.” EM

9. Create a map of the farms in your community, developing symbols for horse, dairy, beef, etc. Variations: Record the herd size at each farm through field study or by contacting owners. Record the names of the farms and discuss their meanings. Which name is your favorite? If you had a farm, what would you name it? EM

10. Research the occurrences of a livestock disease (e.g., Mad Cow Disease) and chart its movement. Collect articles and reports on efforts to control the disease. MH

11. Using the most recent issue of Kentucky Agricultural Statistics, available from the Kentucky Department of Agriculture, develop a map locating the top three Kentucky counties producing dairy, beef, thoroughbreds, sheep, goats, poultry, etc., using symbols to designate each commodity. Add the top counties in corn, soybean, wheat, and hay and burley tobacco production. Are some counties/regions more prominent agriculturally? Discuss the relationships between terrain/natural resources/climate and land use. EM

12. Ask students to bring in a traditional recipe from a particular country or region of the U.S. The recipes should reflect long-standing (historic) ways of cooking common to that geographic area. Look for connections between regional agricultural traditions and ingredients. For example: Do dairy states feature cheese products in their traditional recipes? Why does many Kentucky or southern recipes include country ham or salt-cured meats? What famous alcoholic beverage may be found in many Kentucky deserts, and what does this have to do with agricultural history? Create a cookbook featuring the contributed recipes and brief descriptions of their historic significance.

13. Prepare a colorful bulletin board using agriculture facts from Kentucky counties, based on information found in the most recent issue of Kentucky Agricultural Statistics (available from the Kentucky Agricultural Statistics Service – see Resources page). Assign each student to at least one Kentucky county (there are 120 total). Using a simple map of Kentucky counties, photo-enlarge each county onto a large piece of colored
paper, using a variety of paper colors. (Enlarge all counties to the same percentage, so that the scale will be the same.) Trace the outline of the county with a bold black marker to define it and cut out each county. The students will research their assigned county and write the following information on the county cutout: name of country; number of farms this year; top three commodities (if the county is top-ranking in one or more of the commodities for the state indicates this, too); number of acres of farmland. Piece all of the counties together like a puzzle, forming a giant bulletin board map. Use the map as a springboard to discuss regionalism in commodity production, urban versus rural populations, growth or reduction in agricultural activity (past years are also listed for comparison in the County Data section of the statistics publication). **EM**

**Social Studies – Historical Perspective**

1. Read journal entries, letters from pioneer Kentucky and novels about that time to determine how food was obtained, grown, stored, prepared. Include the role livestock played in pioneer Kentucky. Summarize your findings in an illustrated report featuring excerpts from sources. (See the “Frontier Farming” unit and student worksheet included in this packet.) **EM**

2. Create a poster illustrating pioneer foods and food sources. Create a poster illustrating modern foods and food sources. Compare and contrast the two posters. **E**

3. Videotape interviews with several generations of a farm family to discover changes in goals, skills, roles, education, daily routines, etc. Edit the tape adding music, graphics and visual effects to enhance the expression of rapid, gradual or minimal change, as your findings indicate. **MH**

4. * Review farming catalogues to find the latest equipment and technologies used on today’s livestock farms. Look for illustrations of milking machines, automatic feeding and watering machines, incubators, electric shearing tools, etc. Discuss the changes in farming and the agricultural industry since the introduction of various technologies. Design a poster contrasting the modern equipment with the “old-fashioned” ways of doing things. Consider the many ways that agricultural productivity has increased due to advancements in transportation, communications, animal care (including veterinary and genetic advancements) and production/processing. When visiting the North American International, look for modern products and technologies in use. **EM**

**Arts and Humanities – Production**

1. * Look for brands (hot iron stamp markings) on animals at the NAILE. Consider their designs. Back in the classroom, design a brand to identify your belongings. Use reductive methods to create a stamp featuring the design on a potato or cut a sponge into the shape. **EM**

2. * Observe farm banners at the NAILE. Design a farm logo banner. Create the banner using colored paper on felt. **E**
3. * Observe the farm/ranch/stable displays in the barns and discuss how the exhibitors ornament their areas with logos, banners, plants, awards and decorations. Back in the classroom, have students design a barn display for their “farm.” EM

4. * Look for animal motifs in western wear (clothing and accessories). (Note a wide variety of western wear may be observed in the trade show area of the East Wing during NAILE.) Design your western vest or shirt using animal motifs. EM

5. Research the use of animal motifs in traditional Native American clothing and accessories. Create a mini-exhibit based on your research. EM

6. * Write and illustrate a children’s book based on a day at the livestock show, either from the perspective of a show animal or a visiting students. EM

7. Collect nursery rhymes and songs with farm or farm animal themes. Perform them in the classroom. Make books with a different poem/song on each page, leaving room for illustrations by students. PE

8. * Prepare an illustrated handbook to the NAILE for younger students. Include vocabulary, a map, pictures and a list of “what not to miss” or a Top 10 list of exposition highlights. EM

9. * Create a commercial or printed ad to “sell” the NAILE field trip program to other students. EM

10. Design a certificate of registration for a fictitious animal. EM

11. Create cartoons to illustrate the livestock-related jokes on the Jokes page of this packet. Publish the student’s cartoons in a special comic book or the school paper. EM

Arts and Humanities – Analysis of Forms
1. * While in the Coliseum at the NAILE, listen for the organ music played during the livestock events. Let students know that the North American is one of the few livestock shows in the world still using live musical accompaniment, although some horse shows still use organs. Ask these questions: What kind of mood is created by this music? Does the music compliment the action of the show ring? Why or why not? Do you recognize any of the tunes being played? What are they? How have these familiar tunes been changed (tempo, mood, pitch, etc.)? Where else would you hear organ music? Back in the classroom, discuss other places where background music is used (ball games, elevators, doctor’s offices, restaurants, stores, etc.). Compare the background music used in various places. Have each student or small group of students’ select one example and answer the following questions: What purposes does the music serve in these places? Does it serve its purpose effectively? EM

2. Listen to selections of rodeo and western music, including cowboy songs. Select a number of songs that you feel best convey your impressions of the lifeways of
farmers/ranchers/cowboys with livestock. Make lists of the words or phrases unique to this genre or subject. Record the mood and message of each song. What instruments do you hear? Compare students’ responses to the above and select some of the more interesting responses. Prepare a musical program during which each selected song is played following brief commentary based on the student responses. Perform the “concert” for another class. EM

3. Design a survey to find out the most popular farm animal among students. Create a graph based on the data. PE

4. Hold an election to vote for “favorite farm animal.” Prior to the election, use descriptive and persuasive language in developing a campaign to convince others why your animal is “best.” E

5. * Analyze the criteria for a breed show. What are the judges looking for? Observe the show and the evaluating comments made when the awards are given. Back in the classroom; prepare a list of criteria for evaluating a “cool” outfit, a video game, a mystery novel, a rollercoaster, or some other category of interest to students. Then critique specific examples according to the criteria. You may even want to award a “champion” and “reserve champion!” EM

Arts and Humanities Aesthetics/Appreciation
1. * View the Saddle & Sirloin Portrait Collection, a collection of paintings of leaders in the livestock industry from 1903 to the present, housed at the Kentucky Exposition Center. (Most are displayed in the West Hall.) Discuss the use of brushstrokes, color, and light. Make comparisons of style, pose, background, and feeling. EM

Arts and Humanities – Cultural Diversity
1. Obtain menus from various ethnic restaurants. Compare beef and pork dishes in different cultures. Interview restaurant owners/chefs or individuals from different cultural backgrounds about ways beef and pork are used in their home country that may not be marketable/accepted in the U.S. By restaurant, chart the frequency of beef and pork dishes compared to the total offerings on the menus. EM

Arts and Humanities – Language
1. Collect an assemblage of popular phrases and sayings that include or relate to livestock (“go hog wild,” “a pig in a poke,” “sheepish grin,” “cattle calls,” “till the cows come home,” etc.). Investigate the origins of these sayings and create an illustrated humor book to recount the origins. (Note that some phrases may have surprise livestock connections, for example, Wall Street in New York was so named for the wall once constructed there to keep free-roaming hogs from running through the New York City grain fields in that area.) Discuss how our past dependence on agriculture is still reflected in our language. EM
Practical Living – Consumerism

1. Help children understand how their food relates to farming and trace the food path from farm to consumer, using the preschool activity, “Where Does Food Come From?” in the Agriculture in the Classroom curriculum. P

2. Create a chart correlating a number of foods produced from the livestock industry with their various nutritional benefits. EM

3. * After observing the wool exhibits and shearing/dying/spinning demonstrations in the East Wing at the NAILE, organize a wool fashion show in the classroom with each student wearing at least one garment or accessory made of wool. Alternately, students can compare a variety of wool fabric swatches.

4. Characterize the various applications of wool, comparing their texture, thickness, color and other qualities. PE

5. Although 80% of the calories humans consume come from plant sources, one-third of the protein we consume comes from animal sources. Investigate world plant and animal food consumption and chart statistics for various countries. EM

6. To illustrate how livestock impacts our daily lives in so many ways, create lists of product categories and the animals from which they derive. (For example, Household Products: soap (cattle tallow), lotions (lanolin from sheep wool), china (cattle bones)…Clothing: wool (sheep), leather (cattle, swine, sheep), cashmere (goat)...Treats: ice cream (cow’s milk), chewing gum and marshmallows (cattle gelatin)... Food and drink: milk from cow, cheese from cow and goat, hamburger from cattle, bacon from swine…) Using magazines, advertisements, coupon pages and product labels, create a collage of these products related to the livestock industry. EM

Practical Living – Physical Wellness


Vocational Studies – Career Path

1. Interview individuals/investigate careers in the livestock industry (farmer, breeder, processing plant worker, veterinarian, etc.) Prepare reports on the required skills and necessary education to work in these positions. What are the advantages/disadvantages of each career? Include in your report potential schools with programs geared towards this career. Identify local, state and regional locations with employment opportunities related to/dependent upon the livestock industry. MH

2. Research the various uses of technology in the livestock industry today. How have career preparation/needed skills changed in the last 50 or 100 years? EM
Self-Sufficiency – Healthy Lifestyle
1. Using cookbooks, computer programs or advice from nutritionists, revise popular recipes featuring dairy, beef and pork products to reflect healthier eating habits. Write a magazine article including some of the revised recipes or feature at least one recipe in an advertisement created to sell consumers on the health benefits and low-fat options of these food categories. MH

2. Investigate guidelines for the proper and safe handling and preparation of all kinds of meat, using a variety of sources. Prepare an illustrated poster for display in your cafeteria or design an illustrated brochure for distribution to all students’ families summarizing these recommended food safety guidelines. M

Self-Sufficiency – Ethical Values
1. Research animal welfare and animal rights, preparing definitions for each. Obtain relevant materials from the livestock industry, ag. programs in universities and activist organizations. Debate one or more aspects of the issue from the perspectives of various interested parties. MH

2. Research the recent success in sheep cloning. Discuss the impact the implementation of such practices would have on the livestock industry and livestock shows. Write an editorial expressing your opinions on the subject. MH

Responsibility/Community Service – Caring Behavior
1. Chart the daily/weekly/monthly responsibilities involved in caring for your pet. Prioritize these responsibilities based on the animal’s needs. Interview a farmer about the daily/week/monthly responsibilities involved in caring for livestock and chart the responses. Compare charts. PE

Integrating Knowledge/Acquiring New Information – Using Existing Knowledge
1. * Before NAILE, expose students to the various colors and markings of animals. Begin by emptying a wide variety of crayons into a container and asking the children to sort out colors that they might find on cattle, sheep, horses, hogs, etc. Create a palette on a piece of paper using swatches from the colors they select (individual or group activity). Introduce a vocabulary of animal color and marking terms (roan, bay, sorrel, chestnut, dapple…). While touring the show, discuss the color and marking terms you have learned, associating them with animals you see. Back in the classroom, review your palette. How accurate were the colors you first selected? Which colors should be removed/added based on your experience? PE

Integrating Knowledge/Acquiring New Information – Expanding Existing Knowledge
1. * Using illustrations, match baby animals to the corresponding full-grown adults. Learn the associated vocabulary (calf, piglet, lamb, chick, duckling, foal, etc.). On your field trip, look for opportunities to encounter baby animals and adult animals. Discuss how the baby animal will change in size, proportion, body covering, color, etc. as it grows. Provide some examples of how much weight a particular animal will gain and how long it will take them to reach adulthood. What do
these baby animals need? Back in the classroom; compare baby animals with human babies. As a class, make a “baby book” for a newborn animal, documenting its birth, charting its growth, and collecting pictures of it at various growth stages. PE

2. * As a class, study vocabulary words related to livestock before attending the NAILE (see the Livestock Vocabulary in this packet). EM