

Everyone Up

Wyoming Social Studies

Objectives:

- The students will identify the components of a business using a farm as an example.
- The students will discover that farming is a business with many diverse careers.

Background:

Wyoming crops move from producer to processor to distributor and to retailer before they ever reach the consumer. This guide has stepped through each of the major sections of the chain. Each step in the processing chain requires people—each with a career related to agriculture.

Farmers are agriculture producers who understand plants, their varieties, detrimental diseases and both damaging and beneficial insects. They are business managers that acquire capital, build their investment portfolio and calculate profits. They are soil scientists who evaluate soil composition to determine the required crop protection tools and tillage methods. A farmer must also be an engineer, who constructs fences for livestock, builds irrigation structures and designs erosion control formations. Farmers must be mechanics: able to maintain, operate and adjust machinery to the chore. For a list of “hats” farmers wear, refer to worksheet B.

Indirectly, many careers assist farmers with producing the food, fiber, and shelter and other products that are required by the billions of humans on our planet. The intricate workings of each industry make it hard to distinguish which jobs are related to agriculture. From the financial industry to the architectural engineering industry, there are possibilities available where your students could be making significant changes to the agricultural industry. Will they design a more efficient grain storage structure or determine the financing rate on a 30-year mortgage for farmland? Think about the wide range of careers available. Most of them could be tied to the agricultural industry, directly or indirectly. For a list of agricultural careers, refer to worksheet A.

Prepare Ahead:

On index cards, write the job titles listed under direct and indirect agriculture careers on worksheet A. Write one job title per card. Make an additional card for the “Consumer.”

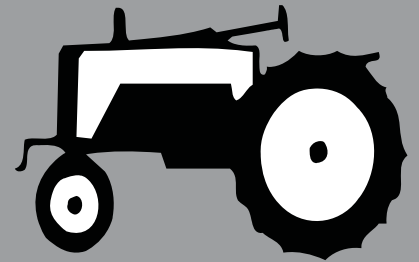


Standards

Social Studies

Production, Consumption,
& Distribution:
3.1, 3.2

People, Places
& Environments: 5.4



Materials

- Worksheet A, *Agriculture Careers*
- Worksheet B, *What Hats do Farmers Wear?*
- 35 index cards

Estimated Time

30 Minutes

Grades 3-4

vocabulary:

- *distributor*
- *processor*
- *capital*
- *career*
- *commodity*
- *agriculture*

Activity Procedures:

1. Pass out the index cards, one to each student.
2. Ask the class to think about lunch. Have them visualize a hamburger on a bun, corn chips and a soda.
3. Make the following statements: How did those foods get from Wyoming farms to your lunch plate? There are a lot of steps involved from the time Wyoming crops leave the farm until they get to the consumer. Let's talk about those jobs.
4. Ask the students with the Crop Producer and Consumer cards to come up front. Ask the Crop Producer to stand on the far right side of the room; ask the Consumer to stand on the far left side of the room.
5. The objective is to show the students how many diverse jobs are involved to move the Wyoming crop to lunch by filling up the space between Crop Producer and Consumer with other jobs.
6. Tell the students that just about everyone in the room holding an index card has a direct or indirect role in getting the food to the lunch plate.
7. Start by talking about each of the direct jobs involved in getting Wyoming crops to the consumer, and get those students to come to the front of the room. These include Grain Purchaser, Truck Driver, Plant Manager, Quality Control Manager and Wholesale and Retail Employers. Ask each individual to come stand in their respective spot in the line you are creating from Crop Producer to Consumer.
8. Next begin to question students about the indirect jobs that support the direct jobs. Examples can be found on worksheet A.
9. Help the card holders figure out how their job is related to the overall scheme of producing food. The objective is to get the entire class standing at the front of the room.
10. Have students read through the list of hats farmers wear on worksheet B. You may want to have students take the worksheet home to share with parents.

Questions for Investigation:

- Why is continuing your education after high school so important?
- Discuss things students must do to prepare for college and college life.
- Would agribusiness be better than business, agricultural journalism better than journalism? Why or why not?

Materials Adapted from Illinois Agriculture in the Classroom.

Agriculture Careers



Agriculture Majors

Agribusiness
 Veterinary Medicine
 Agricultural Economics
 Food Science
 & Industry
 Park Management
 & Conservation
 Agricultural
 Technology Management
 Animal Sciences
 & Industry
 Milling Science
 & Management
 Recreation and Park
 Administration
 Bakery Science
 & Management
 Feed Science and Industry
 Horticulture Therapy
 Agronomy
 Agricultural Journalism
 Agricultural Education
 Horticulture

Indirect Careers

Market Forecaster
 Commodity Trader
 Regional Sales manager
 Crop Consultant
 Bank Loan Officer
 Testing Lab Manager
 Entomologist
 Farm Writer/Editor
 Advertising Specialist
 County Extension Agent
 Truck Driver
 Milk Manager
 Food Scientist
 Processing Plant Manager
 Packaging Specialist
 Food Microbiologist
 Food Engineer
 Equipment Manufacturer
 Agricultural Engineer
 Government Agency
 Official
 National Trade
 Organization
 Representative
 Meat Inspector
 Lobbyist
 Market Analyst
 Weather Forecaster
 Livestock Feed Nutritionist
 Trade Representative

Direct

Crop Producers
 Grain Purchaser
 Truck Drivers
 Plant Manager
 Quality Control
 Manager
 Wholesale and Retail
 Employers

What Hats do farmers Wear? (B)

Producer

Ability to understand soil, nutrient requirements and growing conditions for crops, how to plant and grow certain varieties, what type of equipment is needed and if the climate is appropriate for that crop and if there is a demand for the product and if it can be marketed.

Scientist

Understanding of soil composition and determine the best fertilizer and the seed for largest production; the effect of nutrients (chemicals) on animal and plant life.

Engineer

Know how to plan and construct fences and buildings; build irrigation ditches and control flow of water; use natural resources to grow products useful to man.

Mechanic

Able to operate and maintain both simple and complicated machinery; make repairs and keep machines in good working order.

Forest Ranger

Must be able to recognize the various kinds of trees; detect fires and know the methods for controlling them; clear trees from land and prevent soil erosion by planting trees in appropriate places.

Veterinarian

Ability to recognize early sign of disease in animals; assist at birth of animals; administer medicine to sick animals.

Nutritionist

Able to prepare feed rations for quality production and growth of livestock.

Business Manager

Balance accounts; sell farm produce to the market; be responsible for making payments and payrolls; keeping track of equipment, products and land.

Animal Behaviorist

Ecologist

Wildlife Biologist

Teacher

Agronomist

Grain Merchandiser

Landscape Planner

Architect

Market Analyst

Commodity Trader

Export Manager

Advertising Manager

Research Technician

Accountant

Policy Analyst

Banker/Financier

Consultant

Economist

Information Specialist

Personnel Specialist

Public Relations

Computer Operator

Large Equipment Operator