

The State Fair of
TEXAS
Curriculum

LIVESTOCK & AGRICULTURE
GRADE 5 SOCIAL STUDIES

GRASS FED! GRAIN FED!

THE CONTROVERSY OVER COWS



TEACHER

LIVESTOCK & AGRICULTURE



Grass-Fed! Grain-Fed! The Controversy Over Cows

In this lesson students will:

- ★ Apply critical thinking skills to identify different points of view about an issue.
- ★ Analyze information from various sources to evaluate the effects of supply and demand on business, industry, and agriculture.

We have all heard advertisements on TV or seen ads at the grocery store promoting organic meats and grass-fed beef. Across our state, many Texas families consume beef for dinner, but do we really understand what we're eating?

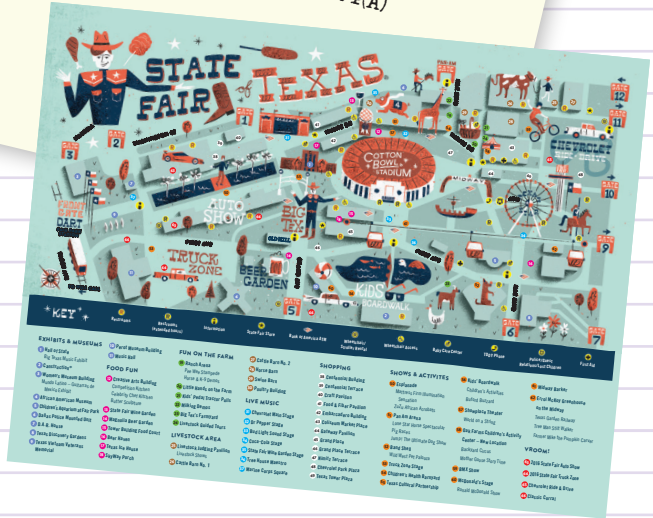
Before You Go

Prior to visiting the State Fair of Texas, students should be given the opportunity to complete a blind taste test of grass-fed and grain-fed beef:

- * Taste the two types of beef.
- * Analyze an infographic and an article explaining how messages conveyed in various forms of media are presented differently.
- * Research a variety of sources, comparing and contrasting the two methods of raising cattle.
- * Hold a classroom discussion about how supply and demand impact the type of beef that is sold in stores.



- ★ Social Studies TEKS: 5.12(B), 5.24(A), 5.24(B), 5.24(D)
- ★ ELAR TEKS: 5.14(A), 5.17
- ★ Art TEKS: 5.1(B), 5.2(B), 5.4(A)



Plan Your Route.

- ★ From the Texas Star, go around the back of the Cotton Bowl stadium.
- ★ Go to Cattle Barn #1 and #2.
- ★ Find the Woofus and wave at him!
- ★ You will pass the Livestock Judging Pavilion as well.
- ★ When you finish wandering through these barns, make your way to the Pan Am Barns on M.L. King Blvd.

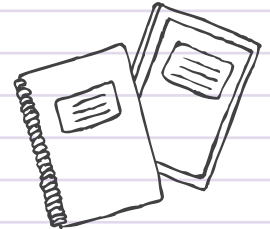




Grass-Fed! Grain-Fed! The Controversy Over Cows

Optional Materials to Bring

- ★ Recording Device
- ★ Smart Phone, Tablet
- ★ Sketchbook & Pencil for Arts Connection



While You're There

Your job is to find out:

- * Which cattle at the Fair were grass-fed and which ones were grain-fed?



BREEDS

- More than 18 breeds of beef cattle are represented at the Texas State Fair.



DIET

- Stop and ask the exhibitors or agriculture experts about the cattle's diet.
- Why did they choose this particular diet?
- Using either an audio voice recorder, camera, or notepad, capture the information you learn.



TEN SAMPLES

- You need AT LEAST 10 SAMPLES!!
- As you collect your information, ask yourself, is this what I expected to find?



POP ART

- Don't forget to notice the art and signs!
- Do you see repeated images?
- Do you see images that relate to popular culture, from the past or present?
- Is there art that represents animals?
- Write down, sketch, or take pictures of art that interests you.



TEACHER

LIVESTOCK & AGRICULTURE

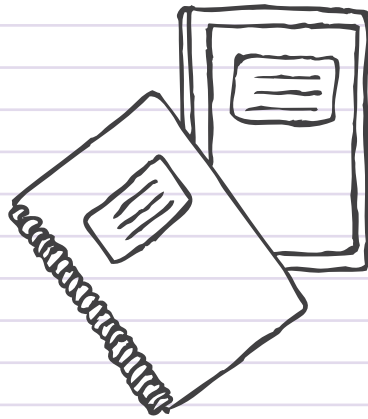


Grass-Fed! Grain-Fed! The Controversy Over Cows

After the Fair

When you return to class following your State Fair visit, students will:

- * Write a persuasive essay or create a digital PSA (Public Service Announcement) about the issue of grass-fed beef vs. grain-fed beef
- * Include information about their experience at the Fair and research related to supply and demand



Encourage students to share their final products with local news stations, newspapers, or magazines to create an authentic audience.

HEALTH BENEFITS
of
GRASS FED BEEF
VS. GRAIN FED BEEF

80%
LESS TOTAL FAT

30%
LESS CHOLESTEROL

LOCALLY RAISED AT
SUNRISE VISTAS
RANCH IN
LIBERTY HILL, TX

Grass fed beef also has a higher
content of heart healthy omega-3
fatty acids than grain fed beef

HIGH LEVELS OF ANTIOXIDANTS

4X MORE VITAMIN **E**

10X MORE VITAMIN **A**

CONJUGATED LINOLENIC ACID
Contain high levels of
which may enhance muscle growth,
reduce heart disease and lower cancer risk.

THE DIVISION OF HOUSING AND FOOD



TEACHER

LIVESTOCK & AGRICULTURE



Arts Connection: Pop Art at the Fair



In this lesson, students will:

- ★ Choose an image of popular culture from the Fair from which to create a pop art piece.

Before You Go

Prior to visiting the Texas State Fair, talk to the students about the images or objects that would be considered part of popular culture, today. To begin, ask the students questions such as:

- * What are some images that you see every day? (hint: think of things that are popular, such as social media.)
- * What are some popular products that we use today?
- * Are there people that we see in pictures or magazines on a daily basis?
- * What are some popular foods that we eat?

Popular culture is all around us. It includes the images, ideas, perspectives, attitudes, and other phenomena exist within the mainstream of a given culture. Each area of the world, therefore, would have varying objects or images that would be considered a part of their popular culture. The artist Andy Warhol was at the forefront of an artistic movement known as the "pop art" movement. The art involved in this movement placed images from popular culture as the focus of artworks, challenging the previous traditions of what was considered "art".

- * Cow Screenprint Set
- * Marilyn Monroe Print
- * Campbell's Soup Print



Next, show students the art of Andy Warhol. Warhol was at the forefront of the pop art movement. He took images from everyday life, used them as the focus of his work, and utilized a small palette of bright and vibrant colors to create his pop art works. Often, he would repeat the exact image, changing only the color scheme. Below are some great images of Andy Warhol's to show and discuss with the students. Talk about the color schemes you see, emphasis of the main image, and balance. Many more of his pop art works can be found at <http://www.warhol.org/collection/art/>.

Plan Your Route.

- ★ Proceed through the route for the Social Studies lesson.



TEACHER

LIVESTOCK & AGRICULTURE



Arts Connection: Pop Art at the Fair



While You're There

As you make your way through the Fair, pay attention to the signs and images surrounding you.

- ★ Do any of them look familiar?
- ★ Do you see any that are repeated?
- ★ What about the animals that you see?
- ★ Do you see a lot of the same kinds of animals?
- ★ Think about the popular culture of the fair.
- ★ If you listed some of the objects or images that are repeated at the Fair, what would they be?
 - * List or sketch these in your notebook.
 - * If possible, you can take photos of them with your smart phone.



After the Fair

- ★ Now it's time to create your own pop art piece!
 - * Have the students take out their sketches or images have from the fair.
 - * If possible, display examples of pop art on the projector, or have handouts available to show the students.
 - * Reflect on the color schemes that are often seen in pop art (limited palette - usually 2-3 colors, bold colors, balance, and emphasis.)
 - * Have each student select an image from the Fair for their pop art work.
 - * You can fold a large piece of paper into four equal squares and repeat the same image in each square using a different color palette for each square.
 - * The medium is up to you and can be anything from colored pencils to paint.
 - * Encourage the students to have fun and be creative!
 - * Ask the students to include a paragraph that accompanies their work, explaining the pop culture image they chose from the Fair, why they chose that image, what their biggest obstacle was, and what they would do differently next time. If possible, display the paragraphs beside the pop art on the wall.



TEACHER

LIVESTOCK & AGRICULTURE



Arts Connection: Pop Art at the Fair



“Cow Wallpaper (Pink on Yellow)” by Andy Warhol - warhol.org

