

Everyone Up!

Utah Social Studies

Materials

- ◆ Copies of worksheets A and B (one of each student)
- ◆ 35 index cards

Background

Utah 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.”

Activity Procedures

1. Pass out the index cards, one to each student.
2. Ask the class to think about lunch. Have them visualize a ham burger on a bun, corn chips and a soda.
3. Make the following statements: How did those foods get from Utah farms to your lunch plate? There are a lot of steps involved from the time Utah 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.



Time: 15 minutes

Grade Level: 4

Social Studies, Standard 2

Students will understand how Utah’s history has been shaped by many diverse people, events and ideas.

Objective 3

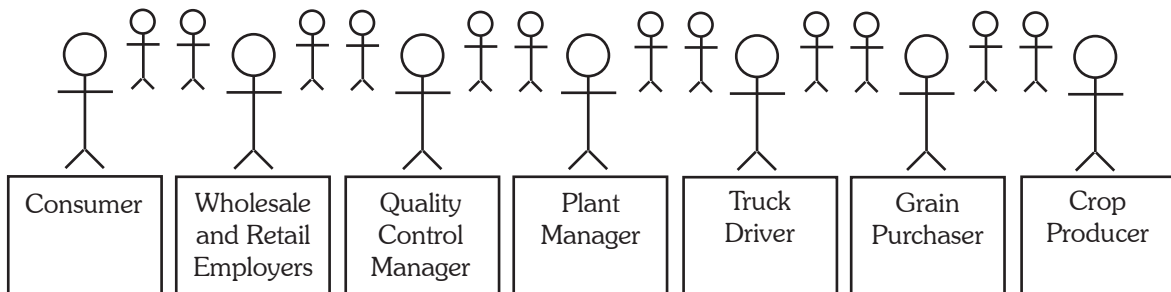
Investigate the development of the economy in Utah.

- a. Explain the relationship between supply and demand.
- b. Describe the role of producers and consumers.
- c. Identify examples of producers and consumers in the local community.

5. The objective is to show the students how many diverse jobs are involved to move the Utah 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 Utah 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.

Ag Journal Questions

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



Adapted from Illinois Agriculture in the Classroom.

Direct and Indirect Agriculture Careers

DIRECT

Crop Producer

Grain Purchaser

Truck Driver

Plant Manager

Quality Control Manager

Wholesale and Retail
Employers

INDIRECT

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

Mill 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

Legislative assistant

Agriculture Majors

AGRIBUSINESS

VETERINARY MEDICINE

AGRICULTURAL
ECONOMICS

FOOD SCIENCE AND
INDUSTRY

PARK MANAGEMENT AND
CONSERVATION

AGRICULTURAL
TECHNOLOGY
MANAGEMENT

ANIMAL SCIENCES AND
INDUSTRY

MILLING SCIENCE AND
MANAGEMENT

RECREATION AND PARK
ADMINISTRATION

BAKERY SCIENCE AND
MANAGEMENT

FEED SCIENCE AND
INDUSTRY

HORTICULTURE THERAPY

AGRONOMY

AGRICULTURAL
JOURNALISM

AGRICULTURAL
EDUCATION

HORTICULTURE

What Hats Do Farmers Wear?

PRODUCER

Must be able 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

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

ENGINEER

Must 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

Must be 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

Must be able to recognize early signs of disease in animals; assist at birth of animals; administer medicine to sick animals.

NUTRITIONIST

Must know how to prepare feed rations for best growth and production of livestock.

BUSINESS MANAGER

Must be able to balance accounts; sell farm produce to the market; be responsible for making payments and payrolls; keep track of equipment, products and land.

ANIMAL BEHAVIORIST

ECOLOGIST

WILDLIFE BIOLOGIST

HORTICULTURIST

TEACHER

AGRONOMIST

GRAIN MERCHANDISER

LANDSCAPE PLANNER/ARCHITECT

MARKET ANALYST

COMMODITY TRADER

EXPORT MANAGER

ADVERTISING MANAGER

RESEARCH TECHNICIAN

WATER QUALITY SPECIALIST

ACCOUNTANT

POLICY ANALYST

BANKER/FINANCIER

CONSULTANT

ECONOMIST

INFORMATION SPECIALIST

PERSONNEL DEVELOPMENT SPECIALIST

PUBLIC RELATIONS REPRESENTATIVE

COMPUTER OPERATOR

LARGE EQUIPMENT OPERATOR

Agriculture is everywhere and so are agriculture careers!