A close reading of: The Production of Food  
(Adapted from http://www.agweb.okstate.edu/fourh/aitc/lessons/primary/farmcow.pdf)

Where does this fit into my scope and sequence? New York State Social Studies Standard 1 Key Idea 3; The NYS Social Studies Core Content units on Agricultural Production and the Industrial Revolution, and NYS Alternate Grade Level Indicator (AGLI) “communicate about how goods and services are produced.”

“ What pre-teaching do I have to do to set the stage for the close reading of this document? Pre-teach the domain specific vocabulary.

Unit or Lesson Summary:

The reading of The Production of Food

- **Reading Task:** Answer the questions associated with the reading. Go to the text for the answers to the questions.

- **Vocabulary Task:** Use the Frayer Model to understand the Tier II and Tier III words. Place the Tier II words on the Ongoing Word Wall in the classroom. Place the Tier III words under the Unit words for Social Studies

  **Tier II words:** (Try to say the meaning of these words in your own words).

  - produce
  - production
  - raise
  - harvest
  - round up
  - fields
Tier III words

farmers  ranch  farm
herd  crops  grazing

• Discussion Task: With your class share your essay. Do you agree or disagree with what your writing partners have said?

• Writing Task: Write a quick response to this prompt: Both farmers and cowboys produce food. I would rather be . . . . Use evidence from the text to support your answer. After sharing your ideas, you may revise your first response to a final informational essay.

Objective: Students will read closely The Production of Food and write an opinion paragraph about whether they would like to be a farmer or a rancher.

Outline of Unit: (Break down the text into sections appropriate for one class period and indicate the procedure for the teacher including the standards addressed for each task.

Essential Question: How is food produced in our country?
Text Selection:

The Production of Food

Both farmers and ranchers produce food for us to eat. Farmers work on land that is called a farm, while the land where a cowboy works is called a ranch.

The difference between a farm and a ranch is the difference between how plants feed themselves and how grazing animals feed themselves. Plants stay in one place and get their food through their roots. Grazing animals, like beef cattle, sheep and horses, move around and eat grass. Farmers raise mostly plant crops. Ranchers raise mostly grazing animals. Since grazing animals must move around, ranches are usually larger than farms. Cattle cannot stay in one place but must be moved from pasture to pasture to give the grass a chance to grow back.

Many types of crops may be raised on a farm—pecans, wheat, vegetables, oats, etc. Some farmers raise more than one crop in their fields. After they grow the farmers have to harvest them. Some farmers also keep animals, like chickens, pigs and dairy cattle, but animals kept on a farm do not eat much grass. Instead, the farmer brings most of their food to them.
Ranchers normally raise only one kind of animal, usually beef cattle or sheep. Since grazing animals move around to eat, after they grow up the rancher has to **round them up** to take them to market.

*King Ranch*

**Geography** plays a big role in whether there is going to be a farm or a ranch. Some land is better for growing **crops** and some lands are better for grazing cattle. If the land is flat, it is good for growing **crops**. If the land is rocky and mostly covered with trees, it is difficult to grow **crops** there. But there is plenty of grass for cattle and sheep to eat, so there are more ranches there.
Day 1 (First section of the text)

Day 1 Activities focus on CCSS Standards RI.2.1-4; SL.2.1; L.2.4-6.

1. Teacher pre-teaches the Tier 3 Vocabulary and introduces the text. Students read the text independently if they are able.
2. Teacher then reads the text out loud to the class and students follow along in the text.
3. Teacher asks the class a small set of guiding questions and tasks about the first half of the text.
4. Teacher asks students to fill in a chart showing the difference between a farm and a ranch.

<table>
<thead>
<tr>
<th>Text Under Discussion</th>
<th>Definitions</th>
<th>Directions for Teacher/Guiding Questions for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Production of Food</strong></td>
<td>Underline vocabulary in text and define here</td>
<td>Refer to words posted on word wall as the text is read.</td>
</tr>
<tr>
<td>Both farmers and ranchers produce food for us to eat. Farmers work on land that is called a farm, while the land where a cowboy works is called a ranch.</td>
<td>Underline the sentence that answered the question “What do farmers and ranchers both produce?”</td>
<td>How does a plant get its food?</td>
</tr>
<tr>
<td>The difference between a farm and a ranch is the difference between how plants feed themselves and how grazing animals feed themselves. Plants stay in one place and get</td>
<td>What is the main difference between a farm and a ranch?</td>
<td>How does a plant get its food?</td>
</tr>
</tbody>
</table>
their food through their roots. Grazing animals, like beef cattle, sheep and horses, move around and eat grass. Farmers raise mostly plant crops. Ranchers raise mostly grazing animals. Since grazing animals must move around, ranches are usually larger than farms. Cattle cannot stay in one place but must be moved from pasture to pasture to give the grass a chance to grow back.

Central Concern # 1
(Big Idea/Enduring Understanding)
Farms and ranches both produce food for us to eat.

<table>
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<tr>
<th>How does a grazing animal get its food?</th>
</tr>
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<tbody>
<tr>
<td>Fill in a chart showing the differences between a farm and a ranch</td>
</tr>
<tr>
<td>In your own words write what is the same about a farm and a ranch.</td>
</tr>
</tbody>
</table>
Day 2 (Next section of the text)

**Day 2 Activities** focus on CCSS Standards RI.2.1-4 & 8; W.2.2; SL.2.1; L.2.4-6.

1. Teacher sets the scene by conducting a brief discussion of what we already know about farms and ranches
2. Teacher introduces the second half of the text and students read that part independently if they are able
3. Teacher then reads the passage out loud to the class and students follow along in the text
4. Teacher asks the class a small set of guiding questions and tasks about this part of the text
5. Students write a sentence about the impact of geography in their own words with help from the teacher if necessary.

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<td>Many types of <strong>crops</strong> may be <strong>raised</strong> on a farm—pecans, wheat, vegetables, oats, etc. Some farmers <strong>raise</strong> more than one crop. After they grow the farmers have to <strong>harvest</strong> them. Some farmers also keep animals, like chickens, pigs and dairy cattle, but animals kept on a farm do not eat much grass. Instead, the <strong>farmer</strong> brings most of their food to them.</td>
<td>Can you name some food <strong>raised</strong> on a farm?</td>
<td></td>
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<td></td>
<td></td>
<td>What happens when the crops are grown?</td>
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<td></td>
<td></td>
<td>What does the word <strong>harvest</strong> mean?</td>
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<td></td>
<td></td>
<td>How many fields do you see on the farm in the</td>
</tr>
</tbody>
</table>
Ranchers normally raise only one kind of animal, usually beef cattle or sheep. Since grazing animals move around to eat, after they grow up the rancher has to round them up to take them to market.

Why do you think the fields are different colors?

How is the farmer in the picture harvesting his crop?

Can you name some food raised on a ranch?

What happens after the animals are grown?

Describe what you see happening in this picture?
<table>
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<tr>
<th>Geography plays a big role in whether there is going to be a farm or a ranch. Some land is better for growing crops and some lands are better for grazing cattle. If the land is flat, it is good for growing crops. If the land is rocky and mostly covered with trees, it is difficult to grow crops there. But there is plenty of grass for cattle and sheep to eat, so there are more ranches there.</th>
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| **Central Concern #2**  
(Big Idea/Enduring Understanding)  
Geography determines the different products produced by farms and ranches. |

Underline the sentence that tells us what determines whether there is going to be a farm or a ranch on a piece of land.

Write a sentence that tells us in your own words what the impact of geography is on the growing of food.
Day 3

Activity focuses on CCSS Standard W.2.2; L.2.4-6

Students write an informational essay based on the prompt, “The difference between a ranch and a farm.” They must include three details drawn from the text.