



Subject	Lesson Title	Grade Level
Dairy Economics video follow up	Discussion Points on Dairy Econ.	5,6,7,8

Discussion points for Dairy Economics video:

1. Do other kinds of farmers have their commodity pricing set by the government? Which ones? Why? Do you feel this is a benefit or a burden?
2. Length of processing time and shelf life enters into calculating the class prices to establish the Statistical Uniform Price each month. Which dairy products do you think take the longest processing times? Why?
3. Farmers are dedicated to their farms and finding creative ways to add value to their farms and products. Farmers, also, wish to add value in ways that do not detract from the agricultural lifestyle. Can you think of other industries that have “value-added” components?

Activities:

1. Go to [www.fmmone.com](http://www.fmmone.com) to see the figures used for this month’s Statistical Uniform Price for class 1 milk in FMMO #1 (the Northeast Area). Look up a different geographical location and create a graph comparison of the amounts for both regions your classroom. Why do you think they differ?
2. Do research to discover the amount of milk per day that an average Holstein cow produces. Change that amount into gallons, quarts, glasses. How much milk does your class consume in one day? How many cows does your class need for their personal beverage consumption? Make posters to display in your cafeteria.

Standards addressed:

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-Literacy.W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.



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CSS.Math.Content.7.RP.A.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

6.CS.3 Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data)

6.D.2 Construct and interpret stem-and-leaf plots, line plots, and circle graphs.

6  8.D.2 Select, create, interpret, and utilize various tabular and graphical representations of data, e.g., circle graphs, Venn diagrams, scatterplots, stem-and-leaf plots, box-and-whisker plots, histograms, tables, and charts. Differentiate between continuous and discrete data and ways to represent them.

8 24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:

- use an expanded range of print and non-print sources (*atlases, data bases, electronic, on-line resources*);
- follow established criteria for evaluating information;
- locate specific information within resources by using indexes, tables of contents, electronic search key words;
- organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and
  - provide appropriate documentation in a consistent format.

### 3.5 *Safe and Adequate Food Supply*

Identify the connection between food served in the home with regional food production

