

Middle-level CTE
Learning Experience Template
March 2019

Middle-level CTE Learning Experience Title: Animal Essay
Educator: Christie Hegarty, Taconic Hills CSD
Length of Lesson: 40 days

and other settings.
S

your life be like if you were an animal being raised on a farm? "
On the back of your paper draw a sketch of the life you imagined as an animal on the farm.

Teacher asks volunteers to share their sketches. Students share their sketches.

- x Teacher introduces the idea that there are a variety of animal methods used to raise livestock.

Teacher hands out worksheet for the Preassessment activity.

simulation including videos
of real farm practices
Available at New York Agriculture In
The Classroom (NYAITC)
www.agclassroom.org/ny/

Teacher monitors student groups as
they conduct research and produce
notes sheets for the class.

Day 5-
Teacher leads the class through
student groups' presentations of
the

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method vary depending on the species.

Teacher announces that the class will start the next part of their project, and reminds students about their sketches (Day 1).
Teacher conducts a class poll to ascertain which animal species students used in their sketches.
Teacher makes a class list and asks students if there are other livestock species they would like to add to the list, as possibilities for their project.

Students get out their sketches (Day 1) and participate in a teacher-led poll.

Students add species ideas to the class list.

- x Teacher provides direct-instruction lesson on how to write a first-person narrative essay.
- x Teacher provides students with a graphic organizer for note taking.
- x Teacher provides a link to a first-person narrative essay writing resource:

How to Write a First Person Essay (Day 6)
<https://www.essaytigers.com/how-write-first-person-essay>

Students attend to a direct instruction lesson on how to write a first person narrative essay.
Students take notes on a teacher-provided graphic organizer.

Day 7-8
Teacher gives students the following prompt, to begin student writing of a first person narrative essay:
"I woke up this morning and discovered I had been transformed into a _____ (calf, foal, chick,

Day 7-8
Students will write first person narrative essays from the point of view of a particular animal species being raised under one of the production methods studied by the class.
Essays will begin with the sentence, "I woke up this morning and discovered I had been

- lamb, etc.) etc.)"
- Teacher sets the expectations for the first-person narrative essay (and may provide a schoolwriting rubric):
- x choose livestock species from the class list
 - x choose one of the livestock production methods: conventional; humanely raised; natural; sustainable; and organic farming
 - x write a first-person narrative essay as if you are that animal being raised under that production method
 - x cover the animal's day from sun-up to next sunup (24 hours)
 - x include details that show you understand the production method as it applies to the specifics of the species
 - x Teacher works with students through draft to final essay.

Day 9-

Teacher invites an authentic audience to hear student volunteers' first-person essays. Audience members might include farmers/producers who utilize conventional; humanely raised; natural; sustainable; and organic farming methods. School leaders, teacher colleagues, parents, and community members might also be invited.

Teacher displays print copies of all

students' essays for audience
review.

Teacher provides audience
members with "Good Feelings"
comment sheets.

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Shares Responsibility	Motivates members to share contributions equally by valuing all members' ideas and contributions.	Participates in and contributes to group's work. Values all members' ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	Does very little of the group's work; does not share ideas or respect other's ideas.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Writes Clearly	Consistently writes c			