

Pig Mania

Teacher's Guide

Grades 4-6



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Go Hog Wild

Nebraska State Standards:

Language Arts 4.1.5.a-e, 4.3.2.a-c, 4.4.1.a, 5.1.5.a-e, 5.3.2.a-c, 5.4.1.a, 6.1.5.a-e, 6.3.2.a-c, 6.4.1.a

Objectives:

- To determine students' prior knowledge of hogs.
- To learn facts and vocabulary related to raising hogs.

Materials:

Background Information/Vocabulary (Pages 1-2)
Go Hog Wild/Answer Key (Pages 3-4)

Activity:

- Complete *Go Hog Wild*.
- Correct *Go Hog Wild* using *Background Information* and *Vocabulary* for reference.

Extensions:

- Research clichés about pigs.
- An example would be “Live high on the hog.”
- What is the meaning of this saying?

A Litter Bit of Math

Nebraska State Standards

Math 4.1.3.a-f, 4.1.4.a, 5.1.3.a-c, 6.1.3.a-b, 6.1.4.a

Objectives:

- To learn more pork production facts through math computation.
- To show the application of math in the hog industry.

Materials:

A Litter Bit of Math/Answer Key (Pages 5-6)

Activity:

- Complete *A Litter Bit of Math*.
- Discuss new facts that were learned.

Extensions:

- Using “Cuts of Pork” diagram on *Background Information*, survey students to determine their favorite cuts of pork; transfer to a graph.

Food Chain of Pork Production

Nebraska State Standards:

Language Arts 4.1.6.a-p, 5.1.6.a-p, 6.1.6.a-p

Objectives:

- To understand the main facets of pork production.
- To apply reading skills and strategies to comprehend non-fiction text.
- To develop test-taking skills.

Materials:

Food Chain of Pork Production/Pork I.Q. Quiz (Pages 7-9)

Activity:

- Have students study/read *Food Chain of Pork Production* keeping in mind the questions being asked on *Pork I.Q. Quiz*.
- Complete *Pork I.Q. Quiz* focusing on the understanding of the information read, eliminating the answers that wouldn't work, and picking from the ones that would make sense.

Extensions:

- As a class, develop a list of questions that could be asked of a pork producer. Assign telephone and/or personal interviews with pork producers in the area.
- Discuss similarities and differences of student findings.
- Invite a member of the Nebraska Pork Producers Association to speak to the class.

From Production to Consumption

Nebraska State Standards:

Language Arts 4.1.6.a-p, 4.2.2.a-e, 4.3.1.a-c, 4.3.2.a-c, 5.1.6.a-p, 5.2.2.a-e, 5.3.1.a-c, 5.3.2.a-c, 6.1.6.a-p, 6.2.2.a-e, 6.3.1.a-c, 6.3.2.a-c

Objective:

- To familiarize students with the steps involved in producing pork for consumption.
- To sequence the five steps briefly explained on a graphic organizer and add at least one point under each of the five areas.

Materials:

Background Information/Vocabulary (Pages 1-2)
Food Chain of Pork Production (Page 7)
From Production to Consumption (Page 10)

Activity:

- Students will identify the chain from pork production to consumption by correctly numbering the areas from one to five.
- Have each student add at least one fact under each of the five areas.
- Answers can be found by reviewing the *Background Information/Vocabulary* and *Food Chain of Pork Production* sheets.

Extensions:

- In small groups, have students discuss the fact they wrote under each of the five topics.
- Have students research careers in producing pork from the producers to the consumer.

Nutrition Promotion

Nebraska State Standards:

Language Arts 4.2.2.a-e, 4.3.1.a-c, 4.3.2.a-c, 5.2.2.a-e, 5.3.1.a-c, 5.3.2.a-c, 6.2.2.a-e, 6.3.1.a-c, 6.3.2.a-c

Objectives:

To have students identify pork's place on MyPlate and the nutrients found in pork.
To design a presentation titled "Pork – A Healthy Option for You" or "Delicious Pork on Your Plate".

Materials:

Nutrition Promotion (Pages 11-12)
Materials needed for presentations can vary as determined by teacher and students.

Activity:

Use *Nutrition Promotion* to inform students about the nutritional benefits of pork. Divide the class into groups to create an advertising presentation promoting "Pork – A Healthy Option for You" or "Delicious Pork on Your Plate". Encourage students to use a variety of visuals and media in their presentation.

Extensions:

Share group presentations with other classrooms.
Tour the grocery store and find as many different cuts of pork as possible. Collect pork recipes from around the world and create a class cookbook. Include a map locating the places where the recipes originated.

Everything But the Oink

Nebraska State Standards:

Language Arts 4.1.6.a-p, 4.2.2.a-f, 4.3.1.a-c, 4.3.2.a-c, 5.1.6.a-p, 5.2.2.a-f, 5.3.2.a-c, 6.1.6.a-p, 6.2.2.a-f, 6.3.2.a-c

Objectives:

To make students aware of uses of pig by-products.
To categorize pig by-products.

Materials:

Everything But the Oink/Answer Key (Pages 13-14)

Activity:

Share *Everything But the Oink* to stimulate classroom discussion of pig by-products.
Complete with a partner.
Encourage students to look for pig by-products at home and in the classroom.

Extensions:

Research a pork by-product. Play the role of a pig by-product promoter and design a poster telling what benefits there are from the product.
Write a narrative from the pig's point of view titled "Why Am I a Hero?"

Additional Resources for Information About Pigs



Nebraska Pork Producers Association, Inc.
7441 O Street, Suite 104
Lincoln, NE 68510
888-627-7675 or 402-472-2528
www.nepork.org
www.porkbeinspired.com



National Pork Board
1776 NW 114th Street
Des Moines, IA 50325
www.pork.org



National Pork Producers Council
10664 Justin Drive
Urbandale, IA 50322
515-278-8012
www.nppc.org



Nebraska Agriculture in the Classroom
5225 South 16th Street
P.O. Box 80299
Lincoln, NE 68501-0299
1-800-546-3496 or 402-421-4408
www.agclassroom.org/ne



Resources Used:

Producers, Pigs & Pork
Quick Facts – The Pork Industry at a Glance
Teacher's Guide to Swine for Young Students

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No Hogwash

FUN FACTS

- Pork is the world's most widely eaten meat.
- There are more than 180 species of pigs, found on every continent except Antarctica.
- Pigs are often thought to be dirty, but actually keep themselves quite clean. Most pigs are kept inside barns where the producer uses fans and misters to keep them comfortable, clean and safe.
- Pigs do not have sweat glands and need a controlled environment to stay comfortable.
- The average market weight of today's lean hog is about 265 pounds.
- Although pork is very popular in the United States, it is China that is the No. 1 producer and consumer of fresh pork.
- Pigs can run about 7 miles per hour.

MEDICAL

- Hogs are a source of nearly 40 drugs and pharmaceuticals on the market.
- Pig skin is used to treat massive burns in humans due to its similarity to human skin.
- Since 1971, thousands of hog heart valves have been successfully implanted in humans to save lives.
- Swine research led to the development of the CAT scan, a technology for examining internal organs without surgery.

HISTORY

- To stop free-roaming pigs rampaging through their grain fields, Manhattan Island residents built a long wall on the northern edge of what is now Lower Manhattan. The street that came to border the wall was named ... Wall Street.
- In 1539, swine were first introduced to North America by Hernando de Soto when he brought 13 to Florida.
- At the St. Louis World's Fair in 1904, hot dogs were first introduced. Street vendors called them red hots and they didn't come on a bun. Instead, a pair of white cotton gloves came with each one to keep fingers cool while eating.
- In 1933, the heaviest hog ever recorded was a Poland China hog named Big Bill weighing in at 2,552 pounds and measuring 9 feet long.
- French-speaking pirates once called the Caribbean pork feast "de barbe et queue" which means "from beard to tail," indicating that the pig could be consumed from head to toe.
- Today's pigs compared to those of the 1950s have 75 percent less fat. This excess fat or lard was in demand for use in manufacturing ammunition.



2011 - Published by the Nebraska
Foundation for Agricultural Awareness
for Nebraska Agriculture in the Class-



Development and printing funded by
the Nebraska Soybean Board and
the Nebraska Pork Producers As-