



Exploring Agribusiness

Middle School Food and Agricultural Literacy Curriculum

Precepts

- I. Professional Growth
- II. Make clear decisions in my professional life.

National Standards

- CS.02.03.01.a. Explore various career interests/options.
- CS.02.03.03.a. Identify the skills required for various careers.
- NL-ENG.K-12.3 – Evaluation Strategies
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.5 – Communication Strategies
- NL-ENG.K-12.6 – Applying Knowledge
- NL-ENG.K-12.12 – Applying Language Skills

Student Learning Objectives

- As a result of this **unit** the students will...
- Explore the eight pathways of the Agriculture, Food and Natural Resources (AFNR) career clusters.
- As a result of this **lesson** the students will...
- Identify 10 career options in agribusiness systems.
- Match careers with educational requirements.

Content Outline

- I. Discuss that **agribusiness** spans all of the other pathways.
- II. Identify 10 **agribusiness** occupations and associated tasks.
 - A. Livestock Seller
 - B. Animal Health Products Distributor
 - C. Agricultural Products Buyer
 - D. Dairy Herd Supervisor (DHIA)
 - E. Livestock Rancher/Breeder
 - F. Farm Manager
 - G. Farmer/Rancher/Feedlot Operator

Time

Instruction time for this lesson: 60 minutes.

Resources

National FFA Organization. (2009). *Career explorer*. Retrieved from http://www.ffa.org/index.cfm?method=c_job.CareerSearch — National FFA Organization. (2009). *LifeKnowledge Precepts and Signs of Success* — Rubistar. (2009). *Rubistar*. Retrieved from <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplateDemoChoice&> — States' Career Clusters Initiative. (2009). *Agriculture, Food and Natural Resources Model*. — Retrieved July 22, 2009, from States' Career Clusters Initiative Web site: <http://www.careerclusters.org/resources/ClusterDocuments/agdocuments/1AGModel.pdf>

Tools, Equipment, and Supplies

Ziploc baggies
Computers – optional
Butcher paper
Magazines – to cut out pictures
Markers
One newspaper of any kind
MS.CAS.1.9.AS.A – one per group, cut apart and put in baggies ahead of time
MS.CAS.1.9.AS.A through G – one per teacher left intact to guide students to correct answers
MS.CAS.1.9.AS.B through G – one copy of each
MS.CAS.1.9.ASSESS.A – one per group, 6 copies

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Agribusiness

Business

- H. Agricultural Economist
 - I. Agricultural Commodity Broker
 - J. Farm Investment Manager
 - K. Agricultural Educator
 - L. Banker/Loan Officer
 - M. Sales Manager
 - N. Salesperson
- III. Create an article or news story about an **agribusiness** career.
 - IV. Match careers with educational requirements.



Lesson Number: MS.CAS.1.9

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Interest Approach

Before class begins prepare Group Sort activity: Create a baggie with 10 tasks and 10 occupations (**MS.CAS.1.9.AS.A**) cut out into individual strips for each of the "systems groups" before class.

For the interest approach we are going to divide the class into six groups, assign each group one of the systems (leaving out **agribusiness**): food products and processing, plant systems, animal systems, power, structural, and technical systems, natural resources systems, and environmental service systems. The students will then have the task of listing **businesses** associated with these systems.

Welcome back! Thanks for showing up today! We have been discussing the different systems in agriculture. Today we are going to focus in on one particular system and discover how it is intertwined into all the other systems.

When I say GO, quickly line up in front of the room by your birthdays with January in the front and December in the back. GO!

After students line up count them into six equal size groups and send them to designated areas.

You've completed the first challenge of the day! Now that we have been divided into six groups, each group should move to their designated area.

Assign each group one of the systems (leaving out **agribusiness**): food products and processing, plant systems, animal systems, power, structural and technical systems, natural resources systems, and environmental service systems.

Each group will get an assigned system in agriculture, take five minutes to think of as many supporting agricultural **businesses** as you can, and write them on a piece of paper that will be shared with the rest of the class. For example, if you are assigned plant systems you may write down John Deere, seed dealers, or fuel suppliers. Know that some **businesses** may fit in more than one system.

Assign groups their systems and start the activity. Walk around and help students if necessary.

Great job! The youngest person in each group will now act as the spokesperson. Please tell the rest of the class what your area was, the total number of **businesses** your group came up with, and at least five **business** names.

Walk around the room and help if students are struggling; emphasize how intertwined agricultural **business** is with every other system.

Thank you for enlightening us on how vast this system is. Let's be eager and respectful learners as we take a closer look at careers in **agribusiness**.

Summary of Content and Teaching Strategies

Objective 1. As a result of this unit the student will identify the skills required for various **agribusiness** careers.

Group Sort: Create a baggie with 10 tasks and 10 occupations (**MS.CAS.1.9.AS.A**) cut out into individual strips for each of the "systems groups" before class. Give them the game and one minute to match the tasks with the occupations.

Our next task is to match the careers in **agribusiness** with the task they may perform. What questions are there? We have 30 seconds to work together. GO!

Count down the last 10 seconds and say STOP.

How many matches did you make? Okay, let's keep matching and take another 30 seconds to see how many more we can get.

Count down again and go over what the matches should be. Look on the teacher's intact copy and guide students through the task each occupation performs.

Nice job on taking a quick look at some of the tasks performed in this system. So far we have discovered how **agribusiness** is intertwined in every other system. We have matched some of the career titles with the tasks they perform, so now let's create the front page of a newspaper as a class.

Next we will create a class newspaper.

Hold up a newspaper and point out the headlines.

You may choose to read a few short articles before asking the following questions.



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Elicit responses for each question and guide to the correct answer.

What is the purpose of a headline?

Answer: To capture the audience's attention and to encourage readers to read the rest of the story.

What does the rest of the story usually contain?

Answer: the details, dates, who was there, but most importantly tell the story and possibly a picture or two. Stories should contain the five W's: Who, What, When, Where, Why (and oftentimes, How).

Each of our groups will be responsible for creating an article to be included in our extra large newspaper. I say extra large because each of our stories is going to be the size of a standard sheet of paper and then we will assemble them on the wall under the heading Agriculture **Business** News.

Distribute one copy of **MS.CAS.1.9.ASSESS.A** to each group. Read through the rubric together so students know the expectations. Next distribute one page of **MS.CAS.1.9.AS.B-G** to each group. (Groups should only be given one page, not all pages.) This is the information that will be used to create the articles. These are random selections of the many possibilities in **agribusiness** systems. If the teacher prefers other careers, go to the FFA career resource listed in the Resources section of the lesson and select from more options.

Option 1 – provide computer time to complete the assignment.

Option 2 – provide markers, magazines for graphics, and other writing utensils to complete the articles

Make sure to use the rubric while creating the articles so we can achieve our goal of an excellent front page. When I say GO, read through the information your group is given on the activity sheet. Decide what your article's headline will be, come up with at least two graphics, and finally write your story about your selected agriculture **business** careers and bring it to the editor/teacher before placing on the wall.

We will have 15 minutes to complete this task. What questions are there? GO!

Collect and hang directly on wall or on butcher paper under heading if you want the paper to be mobile.

Objective 2. As a result of this lesson, the student will match careers with educational requirements.

Great job on the newspaper articles. When I say GO, gather around the newspaper page we created, read the articles, choose the two careers that would be the best fit for you, find the writer of the article and ask them what the educational requirements would be for your favorites. After we get the information, let's record it in our notebooks.

Review/Summary

At your age it is sometimes difficult to think about the future, at least any farther than next week. While we are not expecting you to make an exact career choice right now, we are discovering how many possibilities there are. The more we think about it and discover what's out there the better decisions we will be able to make for our futures.

Use the *Go with the Flow e-Moment®* to flowchart how to get from middle school to a career in agriculture **business**.

We are going to finish out the day with a review activity. What is a flowchart?

Elicit responses and guide to correct answers. Draw a sample on the writing surface. A good example would be the teacher's own career path. Show how you got from middle school to a teaching career. Draw a box, circle, or other shape and write middle school in it. Draw an arrow to the next shape and write middle school graduation, continue through high school, college, and include other jobs, etc.

Now it is your turn. Flowchart from where we are right now to a career in agriculture **business**.



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Application

Extended classroom activity:

Assign students to interview an adult and flowchart their path from middle school to their current career and turn it in for a grade.

FFA activity:

Invite a guest speaker in the **agribusiness** field to the next FFA meeting or tour a local **agribusiness** establishment. Participate in an agri-sales or farm management CDE.

SAE activity:

Research agri-entrepreneurship SAE.

Evaluation

MS.CAS.1.9.ASSESS.A

The newspaper is the evaluation. Have students use the rubric to grade each other's articles or evaluate as the teacher; students will receive a group grade for their article

Answers to Evaluation

MS.CAS.1.9.ASSESS.A



Interest Approach cut apart

Cut these apart and put the items from column 1 in one baggie and the descriptions from column 2 in another baggie. One set per group.

Salesperson	Market products to others
Sales Manager	Train salespeople
Banker/Loan Officer	Determine if money should be loaned
Agricultural Educator	Teach about agriculture sciences
Farm Investment Manager	Invest and manage money
Agricultural Commodity Broker	Buy and sell futures contracts
Agricultural Economist	Utilize supply and demand
Farmer/Rancher/Feedlot Operator	Owner/operator of farm or ranch
Farm Manager	Manage farm for owners
Livestock Rancher/Breeder	Manage livestock reproduction
Dairy Herd Supervisor (DHIA)	Give advice on dairy animals
Agricultural Products Buyer	Buy agricultural products for a firm
Animal Health Products Distributor	Sell vaccines, medicines, etc.
Livestock Seller	Sell livestock at market



Agricultural Loan Officer

\$58,200 Annual Average (US Bureau of Labor and Statistics)

Career Cluster: Finance

General Information: Agricultural loan officers manage, evaluate and distribute loans to farmers, ranchers and agribusiness people.

Career Information: Agricultural Loan Officers examine and evaluate applications for loans or lines of credit. They may approve loans for specific amounts or limits and they keep records on transactions. Agricultural Loan Officers interview clients to understand loan requests. They may take notes to clear up questions that may come up later. Agricultural Loan Officers help farmers plan for upcoming money needs by helping them complete financial records, such as a cash flow, balance sheet, net worth statement and production records. Based on these records, the Agricultural Loan Officers can help the farmer or agribusiness determine what the financial needs will be and how they can best be met. An Agricultural Loan Officer may make recommendations about the farming operation based on the projected production, expenses and cash flow. With the help of credit analysts and investigators, loan officers check references to learn how well the applicants pay their bills and whether they have ever failed to repay a loan. Agricultural Loan Officers also determine how much money the applicants owe others. In this process they get help from outside the bank. Credit bureaus and businesses often exchange information about clients. Agricultural Loan Officers and loan committees follow guidelines set by the board of directors. In reviewing loan requests, loan officers and committees use the "5 C's of credit": character; capital; capacity; conditions; and collateral. Character refers to the good name and credit rating of the client. Capital is the amount of money (aside from the loan) the applicant has. Capacity refers to whether the client can repay the loan on time. Conditions refer to the economy, competition in the market and other limits within a business operation. Collateral refers to property or other things of value the borrower pledges. When the loan officers and the loan committee have a complete file, the committee either grants or refuses the loan. It sets up the terms, rates, repayment schedules and collateral to suit the purpose of the loan and to minimize the risk to the lenders.

Educational Requirements: 4 year degree

Suggested High School/Collegiate Courses: Agriculture, business, math, computers, accounting, finance and business administration

Skills Necessary: Mathematical, Analytical, Interpersonal, Organizational, Dependable, Patience, Decision Making, Computer Skills, Written Communications, Management, Detail Oriented, Tactful, Works under pressure, Sales, Basic Business Principles, Responsible, Customer Service, Logical, Negotiating, Investigative, Orderly Minded, Initiative, Good Judgment, Persistent

Job Availability: Steady Growth

Location of jobs: Rural or Suburban with agricultural areas

Working Conditions: Inside work. Work with farmers and agribusiness men. Also work with computers.

FFA Programs that Promote this Career : Agri-Entrepreneurship, Agriscience, CDE: Ag Communications, CDE: Ag Issues, CDE: Ag Sales, CDE: Job Interview, CDE: Marketing Plan, Supervised Agriculture Experience: Exploratory, Supervised Agriculture Experience: Placement, American Degree, Proficiencies

Related Occupations: Accounting, Agriculture Business, Agriculture Economics, Banking, Financial, Global Business, Service



Farm Investment Manager

\$91,690 Annual Average (U.S. Bureau of Labor and Statistics)

Career Cluster: Finance

General Information: Farm investment managers develop strategies and control assets related to the investment of farm products.

Career Information: Farm Investment Managers have duties and responsibilities that vary widely. For example, the owner of a very large livestock farm may employ a Farm Investment Manager to oversee the farmer's investments. Farm Investment Manager may manage farmland for absentee land owners. When managing a small crop farm for an absentee owner, on the other hand, a farm manager may assume responsibility for all functions, from planning the crop to participating in planting and harvesting activities. Farm management firms and corporations involved in agriculture employ highly trained professional farm managers who may manage farm operations or oversee tenant operators of several farms. In these cases, Farm Investment Managers may establish output goals, determine financial constraints, and monitor production and marketing.

Educational Requirements: Masters

Suggested High School/Collegiate Courses: Agriculture, economics, math, algebra and trig, accounting business and computers. Entry level for 4 year degree available

Skills Necessary: Mathematical, Analytical, Creative, Organizational, Dependable, Management, Basic Business Principles, Investigative, Confidence

Job Availability: Steady Growth

Location of jobs: Rural or Suburban with agricultural areas

Working Conditions: Hours remain intense, and still involve all-night sessions and seventy-plus hour weeks, but fifth-year bankers begin to have more control over their schedules.

FFA Programs that Promote this Career: Agri-Entrepreneurship, CDE: Ag Communications, CDE: Ag Issues, CDE: Ag Sales, CDE: Farm Business Management, Supervised Agriculture Experience: Exploratory

Related Occupations: Accounting, Agriculture Business, Banking, Customer Relations, Global Business, Service



Sales Manager

\$95,900 Annual Average (U.S. Bureau of Labor and Statistics)

Career Cluster: Business, Management & Administration

General Information: Sales Managers are responsible for purchases of products to be sold at a profit.

Career Information: The main purpose of any business is to develop a market for products or services and to make a profit from the sales. Sales Managers help companies accomplish these goals. They are responsible for the distribution and sales of company products or services. Some Sales Managers plan and oversee the work of a few salespeople who work in clearly defined sales territories. Sales Managers promote good customer relations and keep superiors informed of company progress and problems; they make business changes as needed, based upon trends and experience. Top sales managers may also be marketing directors. They direct market research, set policies on the pricing, promotion, and distribution of goods, and control sales efforts. Others may run the sales division of a worldwide business with several thousand sales agents in a dozen countries. Sales managers hire, train, direct, and evaluate the sales force of a company. They oversee the activities of the sales force and see that they have the opportunity to earn the greatest possible income from sales. Successful salespeople help insure the success of the company they work for. Although many Sales Managers are former salespeople, the duties of sales management call for much more than sales skills. The responsibilities of successful sales managers include planning, organization, recruiting, direction, and control. In order to make long-range sales and forecasts, sales managers keep informed on new or planned products undergoing development in research and production departments.

Educational Requirements: 4 year degree

Suggested High School/Collegiate Courses: Agriculture, foreign language, business, marketing, economics, sales, math and computers. Degree in Ag Sales or Business

Skills Necessary: Mathematical, Oral Communications, Interpersonal, Highly Motivated, Organizational, Motivational, Dependable, Adapts to Change, Work independently, Decision Making, Computer Skills, Written Communications, Management, Detail Oriented, Tacitful, Works under pressure, Presentational, Sales, Basic Business Principles, Goal Oriented, Customer Service, Negotiating, Helps Others, Quick Thinking, Orderly Minded, Initiative, Good Judgment, Determination, Confidence, Innovativeness, Outgoing Personality, Motivational, Persistent

Job Availability: Excellent Growth

Location of jobs: All over the United States. Sales Managers work for business and industry in every state and in countries around the world. They work for manufacturers, wholesalers, and retailers. They sell every product and service. They manage the sales staffs of insurance firms, advertising agencies, department stores, real estate agencies, computer firms, book publishers, television stations, and investment firms. They may work for a corporation that has branches worldwide, or they may work for a firm that sells only within a small region.

Working Conditions: Most Sales Managers work in offices. They often travel, however, and they may be away from home for days or weeks. They visit sales staff and customers and attend meetings and seminars on selling. They speak for their firm and its products or services at trade shows and other industry meetings. Sales Managers of products sold nationwide travel more than managers for local or regional companies do.

FFA Programs that Promote this Career: CDE: Ag Communications, CDE: Ag Issues, CDE: Ag Sales, CDE: Creed Speaking, CDE: Extemporaneous Public Speaking, CDE: Farm Business Management, CDE: Job Interview, CDE: Marketing Plan, CDE: Prepared Public Speaking, Supervised Agriculture Experience: Research/Experimentation & Analysis, Supervised Agriculture Experience: Placement, American Degree, Proficiencies

Related Occupations: Agriculture Business, Sales



Farm Manager

\$55,140 Annual Average (U.S. Bureau of Labor and Statistics)

Career Cluster: Business, Management & Administration

General Information: Farm managers organize and analyze farm resources, finances, and problems; they develop solutions and plans for future farm enterprises; and they make daily farming decisions related to crops, machinery, and labor.

Career Information: Farm Managers' duties and responsibilities vary widely. For example, the owner of a very large livestock farm may employ a farm manager to oversee a single activity, such as feeding livestock. Managing a small crop farm for an absentee owner, on the other hand, may entail assuming responsibility for all functions, from planning the crop to participating in planting and harvesting activities. Farm management firms and corporations involved in agriculture employ highly trained professional Farm Managers who may manage farm operations or oversee tenant operators of several farms. In these cases, Farm Managers may establish output goals, determine financial constraints, and monitor production and marketing.

Educational Requirements: 2 year degree

Suggested High School/Collegiate Courses: Agriculture, economics, math, sciences, accounting, business and computers. Degree in Agriculture

Skills Necessary: Mathematical, Analytical, Oral Communications, Interpersonal, Organizational, Motivational, Dependable, Patience, Adapts to Change, Team Player, Work independently, Decision Making, Written Communications, Management, Detail Oriented, Basic Business Principles, Responsible, Goal Oriented, Customer Service Helps Others, Orderly Minded, Good Judgment, Determination, Confidence, Outgoing Personality, Motivational, Persistent

Job Availability: Good Growth

Location of jobs: Rural

Working Conditions: Mostly outdoors. The work of farm managers is often strenuous: their work hours are frequently long, and their days off are sometimes infrequent. Of those who work full time, half work 60 or more hours a week. Nevertheless, these disadvantages are often outweighed by the opportunities for living in a more rural area, working outdoors, being self employed, and making a living working the land.

FFA Programs that Promote this Career: Agri-Entrepreneurship, Agriscience, CDE: Ag Communications, CDE: Ag Issues, CDE: Extemporaneous Public Speaking, CDE: Farm Business Management, CDE: Job Interview, CDE: Prepared Public Speaking, Supervised Agriculture Experience: Exploratory

Related Occupations: Agriculture Business



Parts Manager

\$28,240 Annual Average (U.S. Bureau of Labor and Statistics)

Career Cluster: Business, Management & Administration

General Information: Parts managers are responsible for the selling of spare and replacement parts to customers and the dispensing replacement parts for service jobs.

Career Information: Parts Managers are responsible for receiving, storing, and maintaining an inventory of machinery parts. They must be able to identify parts, determine parts numbers, and determine prices. Responsibilities of a Parts Manager include maintaining and implementing systems and documentation for inventory control, establishing procedures that assure quality service at optimum inventory levels and turn ratios, analyzing current customer service base to determine proper mix of parts inventory and inventory levels, and establishing methods for reporting the status of all parts operations and management. They may also be responsible for assisting in the development of sales and marketing strategies, implementing and monitoring department goals and plans, and developing customer relationships. Some Parts Managers hire and train staff, and handle other various personnel matters, including performance reviews, salaries, and terminations.

Educational Requirements: 2 year degree

Suggested High School/Collegiate Courses: Agriculture, geography, earth science, biology, government, math, forestry, environmental studies, conservation and computers.

Skills Necessary: N/A

Job Availability: Slight to declining growth

Location of jobs: Anywhere in the United States, typically in urban areas.

Working Conditions: Work is performed in a store or shop setting, primarily in an office, on the phone, or at computers taking and processing orders. Work can be oily and greasy, and it may sometimes require travel to transport parts.

FFA Programs that Promote this Career: NA

Related Occupations: N/A



Greenhouse Manager

\$60,370 Annual Average (U.S. Bureau of Labor and Statistics)

Career Cluster: Business, Management & Administration

General Information: Greenhouse Managers are responsible for the proper care of all greenhouse facilities; they must understand the principles and practices of plant cultivation, propagation, and protection.

Career Information: Greenhouse Managers must be able to identify the plants and their problems (diseases, pests, and others). They manage all greenhouse personnel under their direction, supervising their activities and training them in the appropriate techniques for the plants being grown. Greenhouse Managers plan, organize, direct, control, or coordinate activities of workers engaged in propagating, cultivating, and harvesting horticultural specialties, such as trees, shrubs, flowers, mushrooms, and other plants. Their work may involve training new employees in gardening techniques, inspecting facilities for signs of disrepair, and delegating repair duties to staff.

Educational Requirements: 2 year degree

Suggested High School/Collegiate Courses: Agriculture, horticulture, botany, biology, agronomy, science, math, business and computers. Degree in Horticulture.

Skills Necessary: Mathematical, Analytical, Interpersonal, Organizational, Mechanical, Scientific, Team Player, Manual Dexterity, Decision Making, Computer Skills, Written Communications, Self-Motivated, Leadership, Management, Detail Oriented, Works under pressure, Sales, Technical, Responsible, Goal Oriented, Customer Service, Quick Thinking, Orderly Minded, Steady Nerves, Initiative, Good Judgment, Determination, Confidence, Persistent

Job Availability: Excellent Growth Demand by Region

Location of jobs: All United States

Working Conditions: In greenhouses, outdoors and in offices.

FFA Programs that Promote this Career: Agriscience, CDE: Ag Communications, CDE: Ag Issues, CDE: Ag Mechanics, CDE: Ag Sales, CDE: Farm Business Management, CDE: Floriculture, CDE: Marketing Plan, CDE: Nursery and Landscape, Supervised Agriculture Experience: Exploratory, Supervised Agriculture Experience: Ownership/Entrepreneurship, Supervised Agriculture Experience: Placement, American Degree, Stars Over America, Proficiencies, Risk Management Essay

Related Occupations: Agriculture Business, Agriculture General, Operations Management



Newspaper: Agribusiness News - Read all about it!!!

Name: _____

CATEGORY	4	3	2	1
Layout - Headlines & Captions	The article has a headline that captures the reader's attention and accurately describes the content. The article has a byline. All graphics have captions that adequately describe the people and action in the graphic.	Article has a headline that accurately describes the content. All articles have a byline. All graphics have captions.	The article does not have a headline that accurately describes the content. Most graphics have captions.	Article is missing byline OR does not have adequate headline OR many graphics do not have captions.
Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
Articles - Supporting Details	The detail in the article is clear, effective, and vivid 80-90% of the time.	The details in the article are clear and pertinent 80-90% of the time.	The detail in the article is clear and pertinent 75-89% of the time.	The detail in more than 25% of the article is neither clear nor pertinent.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-90% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Who, What, When, Where & How	Article adequately address the 5 W's (who, what, when, where and how).			Article does not adequately address the 5 W's (who, what, when, where and how).
Articles - Interest	The article contains facts, figures, and/or word choices that make the article exceptionally interesting to readers.	The article contains facts, figures, and/or word choices that make the article interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.