



Evaluate Current Agriculture Issues

Middle School Food and Agricultural Literacy Curriculum

Precepts

- E. Awareness
- E1. Address issues important to the community.

National Standards

- CS.10.02.01.c. Research emerging technologies and the opportunities they may create within the AFNR systems.
- NL-ENG.K-12.5 – Communication Strategies
- NL-ENG.K-12.8 – Developing Research Skills
- NL-ENG.K-12.12 – Applying Language Skills
- NT.K-12.5 – Technology Research Tools

Student Learning Objectives

- As a result of this **unit** the student will...
- Evaluate current agriculture issues.
- As a result of this **lesson** the student will...
- Identify a technical advancement in agriculture that has occurred in the last five years.

Content Outline

*This lesson requires ample teacher preparation time to organize a panel of experts from your community who would be willing to discuss the technical **advancements** that they use or are researching with your class. This would be a great opportunity to use your local experts to share their wisdom with the class. Select a panel of five to eight individuals with different agriculture backgrounds and practices.*

*Invite panelists and inform them of the lesson format and objectives when you invite them to serve as a panelist. . Explain that they will be answering questions from middle school students and that the information they share should be age appropriate for the knowledge and background of the students. Panelists should be able to answer questions concerning their backgrounds, observations on the agriculture **advancements** in their area, which of those **advancements** have been positive and negative, and which current issues to be aware of.*

Time

Instruction time for this lesson: 45 minutes.

Resources

National FFA Organization. (2009). LifeKnowledge Online. Retrieved July 9, 2009, from — <http://agedlearning.org> — National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success. — Nosotro, Rit. Technological Advances of American Agriculture. Retrieved October 8, 2009. — <http://www.hyperhistory.net/apwh/essays/cot/t4w24agricultural-technology.htm>">a great essay.

Tools, Equipment, and Supplies

- Panel of experts, 5-8 individuals from various agriculture backgrounds
- Index cards-one for each panelist
- MS.AI.1.3.ASSESS.A – one copy for teacher records
- MS.AI.1.3.ASSESS.B – one copy per student

Key Terms

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

Be sure to collect the panelists' contact information for follow-up questions that may need to be addressed. Use their contact information to send thank-you notes written by the students.

Interest Approach

Ladies and gentleman, brace yourselves because today you all have the opportunity to interview the coolest people in town: a panel of agriculture issues experts. They will be sharing their wisdom with us today as we continue our exploration of agriculture issues. Our goal today is to gather as much information as we can about technical **advancements** in agriculture that have led to current agriculture issues. Let's take 15 seconds to get out some paper and a writing utensil.

Pause for 15 seconds.

Great work!

In just a moment our panelists will introduce themselves and tell us which **advancement** they will be discussing. Before they do this, we need to prepare to take notes.



Lesson Number: MS.AI.1.3

Middle School Food and Agricultural Literacy Curriculum

Evaluate Current Agriculture Issues

When I say ORGANIZE, we will have 15 seconds to draw a vertical line down the center of the paper, label the left column "Panelists" and the right column "**Advancement.**" What questions are there? ORGANIZE.

Allow 15 seconds for students to complete this task.

As the panelists introduce themselves, write down the panelists name in the left column and the **advancement** to be discussed in the right column. When everyone has introduced themselves, let's give them a welcoming applause. When will we applaud?

Allow time for students to respond.

Right! We will applaud after each panelist has been introduced.

Panelists please introduce yourselves and name the **advancement** you will be discussing.

Allow time for panelists to introduce themselves.

Thank you very much. Class, let's give them applause.

In order to gather as much information as possible today, we need to put on our reporters' caps. Our panel has a short time with us, so we must use our time wisely to gather valuable information. You will want to put together a collection of questions to ask the panelists. When I say REPORTER, take 3 minutes to write down five good questions to ask about an **advancement** listed in the right hand column. You can write five questions for one **advancement** or spread out the questions any way that you want. What questions are there? REPORTER.

Allow time for students to write questions.

Great work, everyone. Be open to the idea of asking a question that isn't from your list, especially if a panelist mentions something that interests you.

I will be evaluating you on two things: 1) Note taking – because all good reporters take notes; 2) Participation – ask at least one question relevant to the topic. Relevant questions would focus on topics such as the experts' backgrounds, what they have seen in **advancements** in their areas of agriculture, which of those **advancements** have been positive and negative, and current issues to be aware of.

Let's get ready to learn from our guests!

Summary of Content and Teaching Strategies

Objective 1. Identify a technical **advancement** that has happened in the last five years.

Set up the arrangement for the panel as you feel is best for your class. Be sure that each panelist is introduced by name and expertise and is wearing a name tag. Keep the total discussion time to a 20-25-minute timeframe. Make sure each student has an opportunity to ask at least one of their questions and that they thank the panelists for their time at the conclusion of the session. Use **MS.AI.1.3.Assess.** **A** to track students who are taking notes and asking questions if you want to give participation points.

Review/Summary

Wow! Our reporters' caps were locked and sealed and the questions that were asked were really impressive. Look over the notes and select one new thing you learned today. Once you have that, put your finger up.

Point your finger at one other person in the room. When you hear WHAT'S THE POINT go to that person and share one thing. You have 30 seconds to do this.

When you hear I GOT THE POINT, everyone should return their original seats. WHAT'S THE POINT!

Pause for 30 seconds. Distribute one index card to each panelist and have them write their contact information on the card.

WHAT'S THE POINT!

Students should return to their seats.

We gathered a lot of valuable information today from a great panel of experts. All of this new information will be very important as we continue to discover the role of agriculture issues in our lives and the agriculture industry. On the count of three, let's say "Thank you" to the panelists and give them a round of applause. 1-2-3! Thank you!

Lead applause.



Great work today, reporters!

Application

Extended classroom activity:

Students should identify one additional person that they could interview concerning agriculture issues. They should meet with that person and ask them the five questions that they wrote down at the beginning of the lesson. Then have students write an editorial that is formed by their opinion and understanding of the information they learned.

FFA activity:

After meeting with the panel, they should ask the members to meet with the entire chapter and share the information with the rest of the students. This could happen in a chapter meeting or even at an all-school assembly.

SAE activity:

Lesson Number: MS.AI.1.3

Middle School Food and Agricultural Literacy Curriculum

Evaluate Current Agriculture Issues

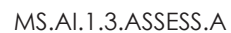
Ask the panel specific questions about how they got involved in their career area. This information should be used as an SAE exploration activity.

Evaluation

MS.AI.1.3.ASSESS.B

Answers to Evaluation

Insert students' names and place a checkmark or other symbol to indicate student participation in the note-taking and participation columns. Point values have been assigned to both, but these can be changed depending on your preference.

4



Name _____

Short Answer

Use complete sentences to answer the question below.

1. List one technological advancement that a panelist discussed. Then describe how that advancement has improved agriculture in at least two ways.
