



Lesson Plan

Addressing Misconceptions

Created: 09/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Explore agricultural scenarios where there isn't always agreement.
2. Develop basic agricultural literacy.
3. Understand the inter-relationships between agriculture and other parts of our society.

TIME REQUIRED: 20 minutes

RESOURCES:

1. FFA.org
2. American Farm Bureau Federation "Addressing Misconceptions"
<http://www.agfoundation.org/resources/addressing-misconceptions>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Addressing Misconceptions in Agriculture" worksheet for each student.
2. Internet access to explore the interactive webpage.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Bell Ringer
2. Introduction to agriculture course

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

FFA Precept

- FFA.PG-J. Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.

Common Career Technical Core

- AG6 Analyze the interaction among AFNR systems in the production, processing, and management of food, fiber, and fuel and the sustainable use of natural resources.

NASDCTEc

- AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core- Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9.10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

Common Core- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.

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- CCSS.MP3: Construct viable arguments and critique the reasoning of others.

AFNR Career Ready Practices

- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving

LESSON PLAN:

1. Introduction:

A lot of misleading information surrounds us every day.

This webpage helps us and other consumers to begin how to understand the basics of agriculture.

2. Activity: Each student needs a copy of the handout "Addressing Misconceptions in Agriculture."

- a. Explore the "Addressing Misconceptions" webpage. The direct url is <http://www.aqfoundation.org/resources/addressing-misconceptions> .

3. Follow-up:

Have students spend more time exploring the webpage to learn additional facts and stats.

Help students understand the Credibility Checklist found under the "Resources" section of the Addressing Misconceptions webpage.

Explore other activities found under 'Suggested Activities' under the "Resources" section of the Addressing Misconceptions webpage to help students in understanding differences in information sources and other relevant topics.

Aligned to the following standards: CS.06; FFA.PG-J. Mental Growth; AG; AGC05.02; CCSS.ELA-Literacy.RI.9-10.3; CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.SL.9-10.1; CCSS.ELA-Literacy.RST.9.10.4; CCSS.MP1; CCSS.MP3; CRP.05.

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Addressing Misconceptions in Agriculture

DIRECTIONS:

Explore the Addressing Misconceptions webpage at <http://www.agfoundation.org/resources/addressing-misconceptions>.

Share  facts about what you learned for each question.

The Relationship between Agriculture and the Environment

Do cows cause global warming?

Do farmers use more or less land now, compared to the past?

The Relationship between Agriculture and Food, Fiber, and Energy

Could we get all of our electricity from solar?

Are natural and organic the same thing?

The Relationship between Agriculture and Animals

How many pounds of grain does it take to produce one pound of beef?

Are beef animals consuming grain that could be used to feed humans?

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The Relationship between Agriculture and Lifestyle

Are brown eggs more nutritious than white eggs?

Is global hunger caused by a shortage of food?

The Connection between Agriculture and Technology

What are Genetically Modified Organisms?

What kind of technologies do farmers use in the field to help the environment?

The Relationship between Agriculture and the Economy

Does most of the money I pay for food go back to the farmer?

Does the United States import more agricultural products than they export? Share a few facts about what you learned.