

Student Commodity Presentation Rubric “The Whole Enchilada”

Group members 1. _____ 2. _____ 3. _____ 4. _____

Materials

- NMDA Agricultural Statistics book or access to statistic website
- Commodity handout (Chile, Beef, Corn, Poultry or Dairy)
- Art Supplies: Markers, butcher paper, magazines to cut up (optional), etc.

Procedure

1. Identify your group’s commodity. What is your group’s enchilada ingredient? _____.

2. Using the information you have been given, design and create a poster with the following information:

- **Nutrition Facts –**
 - What nutrients are found in this ingredient?
 - How does your body utilize these nutrients?

- **Production Information –**
 - Explain the “farm to fork” process for how this ingredient is produced.
 - Design and draw a line graph or bar graph demonstrating the production of this commodity over a 5-year span in New Mexico (NM Agriculture Statistics) or your home state.
 - Is there a trend in the production of this commodity? Is it rising, falling, or staying the same? Draw a graph on your poster.

- **How the commodity is used –**
 - Besides as an enchilada ingredient, identify 3 or more other ways your commodity is used.

- **Careers -**
 - What careers are related to the growth, processing, and sales of your commodity?

- **Fun Facts –**
 - Include 3 fun and interesting facts about your commodity.
 - Why is this commodity important? Is it important to our environment? Are there any common myths or misconceptions about the commodity?

3. Present your poster to the class!