

# Save Grandfather's Farm!

A WebQuest for Grades 6 –10

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## Introduction

**Save the family farm!**

American family farms have been at the forefront of building our nation's economy and generating billions of dollars in economic activity annually. However, many family farms are becoming a thing of the past. Silently each year thousands of family farms in America are going out of business.

Like many American farms, your grandfather's farm has been run by your family for many generations. However, your town has been growing rapidly and your grandfather is being pressured by a local land developer to sell the farm for a new housing development. Selling the farm will provide your grandfather with a bundle of cash that will allow him to live comfortably for the rest of his life. Many other farmers in the area have already sold their farms. You love the farm and do not want to see it destroyed. You have to convince your grandfather of why he should keep the farm.



## Your Task

**Produce a Radio Ad convincing your grandfather and other local farmers why they should keep their farms.**

- Assigned groups of two will look at the issue of why so many family farms are being sold.
- You will research and organize the persuasive arguments of why family farms should be preserved. From this viewpoint look at the needs, values, and interests of the audience that you are trying to persuade. Find details, reasons, examples, and stories that would be effective in persuading your audience.
- Create a radio ad that will persuade viewers to agree with your position.

**Use the following questions as a guide as you research the topic:**

- Why are so many family farms going out of business?
- Why does it matter if family farms disappear forever?
- What might farmers do for a job if they sell their farm?
- How does the loss of a family farm affect the community/Nation?
- What would be the benefits/losses if grandfather sells the farm to another farmer?
- What new ideas can you think of that farmers could do to make a greater profit on their farms?
- Why should your grandfather resist the cash and save the farm for future generations?
- If your grandfather keeps the farm, when he dies, how can the farm be protected from future development?

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## Process

There are 6 steps for you to follow. Make sure you refer to the Evaluation to find exactly what you will be graded on.

### 1. Choose a Partner

- Find someone with whom you work well. You will share a pair of computers throughout the project. You will be responsible for helping one another in your learning.
- Go to Evaluation. Look at "Teamwork" to see what you'll be graded on.
- Create a folder to store your work

### 2. Brainstorm

- Brainstorm ideas about the family farm and reasons why many of them are being sold.
- What kinds of things could cause the farm to be sold? What do you already know about a farm? How could a farm be "in trouble?"
- Brainstorm at least 10 ideas and type them on the computer.
- Go to Evaluation. Look at "Content" to make sure you do everything you need to do.
- Print out your brainstorm ideas (1 per person)

### 3. WebQuest

- You and your partner are going to use Internet resources to find out why many farms are being sold.
- Visit no less than five of the sites provided. Search for interesting facts, tips, and pieces of information that support what you will use in your Radio Ad.
- Record at least 3 important pieces of information from each site.
- Both you and your partner are Researchers and Recorders. Take notes in your own notebook.

### 4. Create your Ad

- Use the information you have collected to write out your radio ad.
- Go to Evaluation before you begin. Look at "Content" to find out what you'll be graded on.
- Create an ad that illustrates the ideas you have chosen. Remember it must have a persuasive message. You will need to use a tape recorder and blank tape, which will be provided.
  - The ad must: (1) have an overall central theme or message, (2) must speak clearly, and (3) must be no longer than 2 minutes.

### 5. Evaluation

- Use the rubric to evaluate each part of your project.
- Fill out evaluation form (1 per person) and include in your folder.

### 6. Student Showcase

- Organize your papers inside of your folder in this order: Brainstorm, Notes, and Evaluation Form.
- Once every team in your class has finished Steps 1-5, you will share your work. You will:
  1. Discuss your ideas (from your evaluation form).
  2. Present your ad to the class.
  3. Be a good listener while others are presenting.
- As a class choose one radio ad which demonstrates the most outstanding work in the class. This top ad will be run on the local radio station.

Turn in your folder to your teacher.

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## **Resources**

Here are the resources you will use to increase your understanding of the issue.

### **Family Farms, Where are they going from here?**

<http://showcase.netins.net/web/sarahb/farm/>

### **What's a family Farm?**

<http://www.nffc.net/what/familyfarm.html>

### **Why are family farms in crisis?**

[http://www.worldhungeryear.org/fslc/fags2/ria\\_600.asp?section=9&click=1](http://www.worldhungeryear.org/fslc/fags2/ria_600.asp?section=9&click=1)

### **Loss of Family Farms**

<http://www.sustainabletable.org/issues/familyfarms/>

### **Size, number of farms rise slowly in Utah**

<http://deseretnews.com/dn/view/0,1249,600109234,00.html>

### **Agriculture in Utah**

<http://www.onlineutah.com/agriculturehistory.shtml>

### **Slumping Economy Threatens Idaho Family Farms**

<http://info.ag.uidaho.edu/AgKnowledge/agknowledge80.htm>

### **2002 Census Farm Data**

<http://www.nass.usda.gov/census/>

### **National Ag Statistics Service**

<http://www.usda.gov/nass/>

### **Small Farms: Perceptions versus Realities**

<http://www.ssu.missouri.edu/faculty/jikerd/papers/SFT3-perceptions.htm>

### **Saving the Family Farm**

[http://www.cfra.org/newsroom/op\\_ed/saving\\_the\\_family\\_farm.htm](http://www.cfra.org/newsroom/op_ed/saving_the_family_farm.htm)

### **Will Farms Survive?**

<http://clark.osu.edu/ag/medium.htm>

### **Should I sell the farm and get another job?**

<http://www.ces.uga.edu/Agriculture/agecon/issues/apr98.htm>

### **Help save Ticonderoga Farms from development**

<http://www.ticonderoga.com/press/sos.html>

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### Learning Advice

#### Organization your notebook

In your notebook, include three sections with the following information.

- a. Most interesting information.
- b. Most important facts
- c. Do you agree or disagree with the information you found?  
Explain your answer.

Make sure you write down where you found each piece of information you include in your notebook. Include title of the document and website address.

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## Evaluation

### Rubric for Radio Ad

Performance Criteria	No Mastery 0	Minimal Mastery 1	Near Mastery 2	Mastery 3	Score
Content	no logical sequence-rambles  difficult to follow  no facts to support position	sequence confusing  mostly difficult to follow  very few facts to support position	sequence clear  states topic  specific facts and examples given to support position	sequence flows smoothly and is clearly focused  topic clearly defined  detailed examples, and well reasoned arguments to support position	
Teamwork	does not collect any information that relates to the topic  does not perform assigned tasks  always relies on partner to do the work  usually argues with partner  usually wants to have things their way	collects very little information--some relates to the topic  performs very little duties  rarely does the assigned work--often needs reminding  sometimes argues  often sides with partner instead of considering own viewpoint	collects some basic information--most relates to the topic  performs nearly all duties  usually does the assigned work--rarely needs reminding  rarely argues  usually considers all viewpoints	collects a great deal of the information--all relates to the topic  performs all duties of assigned team role  always does assigned work without having to be reminded  never argues with partner  always helps partner to reach a fair decision	

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### Conclusion

Through this WebQuest you have discovered the issues of why so many family farms are being sold. Each team has ultimately answered the question, “*Why should grandfather keep the farm? Why should he resist the cash and keep the farm for future generations?*” This WebQuest has helped team members gain the following:

- Effective web research and investigative skills
- Improved problem solving and persuasive writing skills
- Cooperative Learning skills

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# Teacher Resources

Activity: The Future of the Family Farm

[http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/agic8702/\\$FILE/the%20future%20of%20the%20family%20farm.pdf](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/agic8702/$FILE/the%20future%20of%20the%20family%20farm.pdf)

Utah Ag in the Classroom

<http://extension.usu.edu/aitc/teachers/index.html>

Where Agriculture Fits in the Utah State Standards

<http://extension.usu.edu/aitc/teachers/secondary/standards.html>

