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!