“Farmland” Video Response

Writing Prompt

Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Most Americans have never stepped foot on a farm or ranch or even talked to the people who grow or raise the food we eat. The documentary “Farmland” takes an intimate look into the lives of farmers or ranchers in their 20s, all of whom are now responsible for running their farming business.

Subjects in the film include:

1. **Leighton Cooley** – A fourth generation poultry farmer, operates four farms in Georgia with his father. In addition to chickens, he also has a cow-calf operation and grows hay. Leighton and his wife have two sons.
2. **Brad Bellah** – A sixth generation cattle rancher, runs beef cattle operations in Texas and Colorado, including a natural beef herd. The 26-year-old husband and father of a twin son and daughter earned a bachelor’s degree in agricultural communications from Texas Tech University.
3. **David Loberg** – A fifth generation corn and soybean farmer in Nebraska, runs the family farm with his mother. The farm also custom feed 500 head of cows for a local dairy operation and runs an irrigation business. The 25-year-old and his wife have an infant son.
4. **Sutton Morgan** – A fourth generation farmer from California, grows, packs, and sells onions and potatoes, and also grows melons, carrots, broccoli, cauliflower, lettuces, chard, kale, and alfalfa. Sutton holds a degree in Business Economics from the University of California, Santa Barbara.
5. **Margaret Schlass** – A first-generation certified Naturally Grown vegetable farmer who grows and markets her farms’ produce through a CSA (Community Supported Agriculture) membership program, as well as the Pittsburgh Farmers Market and to restaurant owners. Margaret earned a Bachelor of Arts degree in Art History and Anthropology from the University of Delaware before embarking on her farming career.
6. **Ryan Veldhuizen** – A fourth generation farmer, is taking over the operation of his family’s hog farm in Minnesota with his brother and sister. The farm grows hogs, corn and soybeans, which they use for feed.

Following the viewing of the documentary “Farmland”, write a 1-2 page essay describing the operation of three of the farmers highlighted in the film. You will find the outline which you should follow below and the grading rubric on the back.

This essay must be **typed**, using the following format:

1 inch margins

12 point font

Times New Roman, Cambria, Calibri, or Arial

Single Spaced (1 space between paragraphs)

Name, Date, Class Period, & Teacher – 1st page, left hand corner

Please use the following outline:

1. Introduction
2. Subject #1
   1. What is the focus of this farmer’s operation?
   2. What struggles do they have to overcome?
   3. What is unique or interesting about this farmer or his/her operation?
3. Subject #2
4. What is the focus of this farmer’s operation?
5. What struggles do they have to overcome?
6. What is unique or interesting about this farmer or his/her operation?
7. Subject #3
8. What is the focus of this farmer’s operation?
9. What struggles do they have to overcome?
10. What is unique or interesting about this farmer or his/her operation?
11. Conclusion
    1. What did you learn from this video?

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent – 4 Pts** | **Good – 3 Pts** | **Fair – 2 Pts** | **Poor – 1 Pt** |
| **Introduction** | Very well developed introduction & thesis statement. They engage the reader and create interest. They contain and/or introduce the process and state the author's point about the process. They also cover the whole process. | The introduction & thesis statement create interest and are fairly well developed. But while they contain and/or introduce the process, they are not very engaging; although, they do cover the whole process. | The introduction & thesis statement introduce the process, but they either do not give accurate and complete information, or they lack detail and creativity. May not cover the whole process. | The introduction & thesis statement do not introduce the process. No controlling point about the process is evident. |
| **Body Paragraphs** | Each paragraph contains a clearly focused topic sentence that relates to the process being described. Details in the essay are clear and specific, and there are enough details to help the reader see and understand all the steps of process. Concrete sense language is used effectively. | Each paragraph contains a topic sentence that relates to the process being described. Details are clear and specific, and the steps in the process can be followed well enough to understand the described process. | Not all paragraphs contain topic sentences that relate to the process being described. There are details, but they are not very clear or specific, or there are not enough of them to allow the reader to follow the progression of the process. | There are no apparent topic sentences. Details are either wrong or lacking. They do not seem to relate to the process. |
| **Conclusion** | The concluding paragraph effectively unifies the essay. It makes a point about the process that is creative and interesting. | The concluding paragraph effectively unifies the essay, but it does not make a very interesting point about the process. | The concluding paragraph relates a conclusion to the process, but it does little to unify the essay around the steps of the process. | There is no apparent conclusion or point made about the process. |
| **Organization & Structure** | Logical progression of details with a clear structure that enhances the essay and provides a clear step-by-step description of the process. The transitions are appropriate and used very effectively to indicate the time order of the steps. | Logical progression of details. Transitions are present, but they do not enhance the overall effectiveness of the essay. All steps are covered and in the correct order. | Organization is clear. Some transitions are present, while others are either inappropriate or missing. Some steps may be missing or not in the proper order. | No discernible organization. Transitions are not present. Cannot discern a logical explanation of the process. |
| **Spelling & Grammar** | Spelling and grammar is generally correct. | Some spelling and/or grammatical errors. | Several spelling and/or grammatical errors. | Many spelling and/or grammatical errors. |
| **Effort** | The student followed all of the directions. The students put more effort into the project than what was required. | The student followed most of the directions. The students put good effort to this assignment. | The student followed some of the directions. More effort was needed to have a better finish for this product. | The students failed to follow directions. The students put minimal to no effort into their work. |

Was your essay typed? (2pts) Yes No

Did you follow the formatting instructions for typing your essay (font type, font size, etc.)? (2 Pts) Yes No

Did you print your essay? (2pts) Yes No

Was your essay turned in on time? (2pts) Yes No

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/30pts

Comments: