

Evaluating Information – Applying the CRAAP Test

Meriam Library  California State University, Chico

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Key: ■ indicates criteria is for Web

Evaluation Criteria

Currency: *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

Relevance: *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

Authority: *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?
examples: .com .edu .gov .org .net

Accuracy: *The reliability, truthfulness and correctness of the content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

Purpose: *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Non-Fiction Food Articles

Name of Article	Date	Publication	Summary of Article	Links to Films
1.				
2.				
3.				
4.				

Name of Article	Date	Publication	Summary of Article	Links to Films
5.				
6.				
7.				
8.				

Name of Article	Date	Publication	Summary of Article	Links to Films
9.				
10.				
11.				
12.				

Name of Article	Date	Publication	Summary of Article	Links to Films
13.				
14.				
15.				

Investigating the Status Quo

Task: Students must research the conditions that exist in society. In order to propose governmental change, one must first be able to describe what current policies exist.

For your reference:

Status quo is a Latin term meaning the existing state of affairs. It is a commonly used in the form of the original Latin "statu quo" – literally "the state in which". To maintain the status quo is to keep the things the way they presently are.

The purpose of the Advocacy is to challenge the status quo. In order to make a legislative change, the students must first know what laws currently govern the policies that are in effect. This will require the students to do some research about their topic. When using the internet to research a controversial topic, encourage students to find primary source material that is not influenced by another individual's or group's opinion. This will encourage them to formulate their own ideas about how to solve a problem and will insure that their claims are built on sound and reliable evidence.

For your reference:

Primary source material enables the researcher to get as close as possible to what actually happened during an historical event or time period. Rather than reading editorials or political blogs, students need to be researching court documents, diaries, journals, speeches, interviews, letters, memoirs, autobiographies, records or information collected by government agencies, and materials that document the attitudes and popular thought of a historical time period.

For your topic, complete this chart. Use additional paper if necessary.

Describe the status quo. How are things handled today?	Describe how your legislation would change the status quo?
Who enforces the status quo?	How would your legislation be enforced?
What conditions occur because of current policies? (good and bad outcomes)	How would your legislation change the outcomes of current policies?

TASK:

Draft a four paragraph Advocacy for governmental change on a food related issue. In the Advocacy, explain the problem facing society, why society should be concerned with it, the legislative change that is proposed and why the proposed legislation solves the problem.

Introductory Paragraph:

Sentence #1

Hook:

Sentence #2

Overview of Specific Topic:

Sentence #3

Description of the Status Quo:

Sentence #4 (May be more than one Sentence)

Description of the Problem:

Significance of the Problem

Sentence #1

Topic Sentence:

Sentence #2

Concrete Detail (Include lead-in) Significance of the Problem (FACT):

Sentence #3

Commentary on Sentence #2 (This shows that.....)

Sentence #4

Concrete Detail (Include lead-in) Significance of the Problem (FACT):

Sentence #5

Commentary on Sentence #4 (This shows that.....)

Sentence #6

Concrete Detail (Include lead-in) Significance of the Problem (FACT):

Sentence #7

Commentary on Sentences #6 (This is because...)

Sentence #8

Concluding Sentence (Why is this issue important to the society?)

Legislative Solution

Sentence #1

Topic Sentence:

Sentence #2

Claim (Include lead-in) EXACT Legislative Solution Proposed:

Sentence #3

Expand on Sentence #2 (This shows that.....)

Sentence #4

Expand on Sentences #2 & 3 (This is because...)

Sentence #5

Concrete Detail (Include lead-in) Governmental Actor/Agency:

Sentence #6

Expand on Sentence #5 (This shows that.....)

Sentence #7

Expand on Sentences #5 & 6 (This is because...)

Sentence #8

Concluding Sentence (Articulate why solution is appropriate for the problem)

Conclusion Paragraph:

Sentence #1

Restate Thesis:

Sentence #2

What is the impact of the solution proposed on the problem presented?:

Sentence #3

Why is the proposed solution the best option?:

Sentence #4

Significance of Argument:

ADVOCACY SPEECH

Speaker: _____

THE SPEAKING

How I saw you:

Physical/Facial Expression

Eye Contact

Gestures/Movement

How I heard you:

Vocal Expression

Volume

Rate/Pause

EVIDENCE OF PREPARATION

How you prepared for the experience:

COMMENTS

Introduction

- Grabs interest
- **Thesis:** Clearly states problem

Body

- Speaker **describes problem**
- Speaker shows how the problem is **significant**
- Speaker has designed a **legislative solution** to solve the problem
- **Use of Evidence:** 3 different source citations
- Student uses **persuasive language**

Conclusion

- Clearly identifies what **impact** the change will have on the problem described
- Has a **logical, final ending** that is well-rehearsed

I have the following comments about your speech topic, after listening to your speech:

Summative Assessment Rubric: Advocacy ~ Common Core Lesson

Name: _____

Time of speech: _____

Title: _____

SCORE	Area	1	2	3	4	5
	Writing: Use of evidence	Information from outside sources is used to support and explain ideas.	Outside sources are quoted and/or paraphrased accurately in order to support and explain ideas.	Integrates several different credible sources to answer specific questions about the topic. Sources are cited.	Several sources are synthesized to address many specific questions in order to solve a problem. Sources are cited in a standard format.	Several highly relevant and timely sources are synthesized thoroughly to address many specific questions in order to solve a problem.
<i>ELA Common Core standards >>>>>>></i>		Read-Info: 4-1, 5-1 Write: 3-7, 3-8, 4-7	Read-Info: 6-1, 6-7 Writing: 5-7, 5-8, 6-8	Read-Info: 8-1, 8-8 Write: 6-8, 7-8, 8-7, 8-8	Write: 9-7 Read-Info: 9-8	Write: 9-7, 11-1 Read-Info: 11-8
	Writing: Structure of argument	Topic is introduced, an opinion is stated with supporting reasons, some closure is present.	Speech has a formal tone. Opinion is supported by reasons that are organized clearly and have evidence.	Thesis is supported by distinct claims linked to evidence by logical reasoning. Alternate views are discussed.	Thesis is supported by precise, distinct claims supported by evidence and logic. Counterarguments are addressed, as are the audience's potential biases or concerns.	Thesis is supported by precise, knowledgeable claims thoroughly supported by evidence and logic. Counterarguments are addressed, as are the audience's potential biases or concerns.
<i>ELA Common Core standards >>>>>>></i>		Write: 3-1	Write: 5-4, 6-1a,b	Write: 7-1a,b	Write: 9-1a,b	Write: 11-1
	Speaking: Delivery-vocal	<i>At times,</i> pronunciation is clear and fluid, volume is audible, pace is understandable.	Speaking clearly and understandably throughout. Pronunciation is accurate for common vocabulary. Voice may change in spots.	Student consistently changes his/her voice (pace, tone, volume) to emphasize key points of the speech.	Deliberately integrates many vocal changes to establish and develop the point-of-view &/or context throughout the speech.	Effectively integrates a wide variety of vocal techniques to illustrate the point-of-view, theme, and tone throughout the speech.
<i>ELA Common Core standards >>>>>>></i>		S&L: K-6, 2-4	S&L: 1-4a	S&L: 5-4b	S&L: 9-4b	S&L: 9-4b
	Speaking: Delivery-physical	Body is mostly still. May not make eye contact.	Eye contact is maintained throughout the speech. Facial expressions, gestures, &/or movements illustrate basic details.	Student consistently changes his/her body (face, gesture, movement) to emphasize key points of the speech.	Deliberately integrates many physical changes to establish and develop the context &/or point-of-view throughout the speech.	Effectively integrates a wide variety of physical techniques to illustrate the point-of-view, theme, and tone throughout the speech.
<i>ELA Common Core standards >>>>>>></i>			S&L: 6-4	S&L: 6-4	S&L: 8-4a	S&L: 9-4b

Summative Assessment Rubric: Advocacy ~ Common Core Lesson

ADDENDUM: Language Development Rubric

Name: _____

Time of speech: _____

Title: _____

SCORE	Area	1	2	3	4	5
	Writing: Use of language	Speaks in full, simple sentences. Basic words used to show simple relationships such as sequence (<i>first, next, finally</i>), cause/effect (<i>because, so</i>), agreement (<i>and, but, or</i>).	Vocabulary is clear and precise. Uses a variety of basic terms to show simple, concrete relationships such as timing (<i>meanwhile, if/then</i>), cause/effect (<i>as a result</i>), agreement (<i>for example, however</i>).	Wording & phrasing (incl. transitions) express ideas precisely &/or show abstract relationships such as elaboration (<i>moreover, specifically</i>), possibility (<i>could, would, might</i>)	Wording &/or phrasing is precisely chosen to reflect an appropriate tone. Academic terms befitting the topic are used correctly. <i>{e.g. potentially, certainly, on the contrary, consequently}</i>	Rhetoric &/or syntax (incl. creative and figurative language) creates cohesion and effectively develops the speech's point-of-view and tone throughout.
	<i>ELA Common Core standards >>>>>>></i>	Lang: K-1, 1-1, 2-1, 1-6, 2-6 S&L: 1-6, 2-4	Lang: 3-1, 4-1, 5-1	Write: 9-2c, 9-2d	Write: 9-1c, 9-2d, 9-2e S&L: 9-6	Write: 11-1c, 11-2d
	<i>New California ELD Standards>>>>>>></i>	Works:5M-2b, 8M-2b, 9M-2b	Works: 5X-2b, 8X-2b, 9X-2b	Interact: 8X-11b Works: 5B-2b, 9X-2b	Interact: 8B-11b Works: 5B-2b, 9B-2b	
	Language Samples – Persuasive <i>(design inspired by Rethinking English Language Instruction by Susana Dutro & Carroll Moran, 2002)</i>	<i>A recycling program is a good idea because it helps our planet.</i>	<i>If more people recycled, then we can have less trash. However, most people don't recycle.</i>	<i>A recycling program would help reduce trash. Moreover, it could encourage more students to care about the environment.</i>	<i>Even though some argue that recycling programs are expensive, many recycling fundraisers have become popular among student and parent organizations.</i>	<i>Undoubtedly, for each extra second we spend determining which can should receive our used bottles and cans, we will be compensated as our natural resources survive an extra year.</i>

STANDARDS NOTATIONS – LEGEND:

- *ELA Common Core:* Area: Grade-Standard #
Areas: Read-Info = Reading Informational Texts Write = Writing S&L = Speaking & Listening Lang = Language
Example: Read-Info: 4-1 *translates into* 4th Grade, Standard #1 in the area of Reading Informational Texts
- *New California ELD:* Part: Grade+Level-Standard #
Parts: Interact = Interacting in Meaningful Ways (Part I) Works = Learning How English Works (Part II)
Levels: M = Emerging X = Expanding B = Bridging
Example: Works:5M-2b *translates into* 5th Grade, Emerging level, Standard #2b under Part II – Learning How English Works

The Weight of the Nation Video Guide
Adapted from Grand Valley State University

Task: As you watch the film, *The Weight of the Nation*, answer the following questions.

1. What was your response to learning that obesity is linked to so many causes of death and disability?	
2. How does the knowledge of obesity's strong connection to several leading causes of death change your perception of obesity as a public health issue?	
3. How are today's lifestyles and eating habits different than those of your parents' and grandparents' era? How do you think these differences contribute to people being overweight or obese?	
4. Hearing the very personal stories of people who are suffering as a result of conditions related to obesity, are you more or less sympathetic and why?	
5. If you had to identify one single step as the start to your own program of healthy eating, what would it be?	
6. Before seeing this film, what were your assumptions about the factors that have contributed to obesity? Did the film change your views?	
7. What kinds of food options are available in your neighborhood? If you have to eat convenience foods or fast foods, what strategies could you use to limit your caloric intake?	
8. Were you surprised to learn that there is a stark contrast in life expectancy between rich and poor neighborhoods? What factors do you think explain the disparity?	
9. Are you aware of poor neighborhoods in your community that do not have a large grocery store nearby? How does that affect the communities?	

<p>10. What can your community do to make fruits and vegetables more available to low-income, underserved neighborhoods?</p>	
<p>11. Do you see any parallels between where you live and the communities mentioned in the film? How is your community the same or different?</p>	
<p>12. What are ways that you and your family could eat healthier? Are there ways you could increase the amounts of fruits and vegetables, as well as plant-based, protein-rich foods, in your diet?</p>	
<p>13. Before watching this film, had you ever wondered why dollar menus, large portions and two-for-one specials were such a popular feature of fast food restaurants and how they could afford to sell an entire meal for \$4 or \$5? What do you think now that you may know the answer?</p>	
<p>14. In retrospect, has the government's farm policy been a good health policy?</p>	
<p>15. Should the government adopt a policy that also favors the production of healthy foods, such as fruits and vegetables – or at least creates a level playing field? Do you think that would create healthier options at more affordable pricing for you and your family?</p>	
<p>16. What do you think of the locally grown, fresh food movement? Should communities and grocers support the development of more farms that sell their products locally?</p>	
<p>17. Before watching the film, did you know that a farmer's decision on what to grow was significantly influenced by government subsidies? Do you think that's a good idea? What changes would you propose to increase the production of fresh fruits and vegetables?</p>	
<p>18. What do you think of the parallel being drawn between food companies and tobacco</p>	

companies?	
19. Besides making healthy foods more affordable, what are other ways we can encourage people to eat healthier?	
20. Are food companies the villain here? Can we really expect them to voluntarily raise prices on unhealthy foods or stop selling them altogether?	
21. How important is it to you and your family that your town or city has places to play, walk, run and/or bike? What are some additional steps that your community could take to combat obesity?	
22. What barriers exist in your community that makes it more difficult for you and your family to be more physically active?	
23. If you were given the opportunity to compete for the funding in your community on projects to fight obesity in your community, how would you propose to spend it?	
24. If you wanted to make a change in your community that would make a big difference, what would that change be? Where would you start? Who could you work with to make it happen?	

Super Size Me Video Guide

Adapted from Arlington High School Health Education

Task: As you watch the film, *Super Size Me* answer the following questions.

1. On the “chapter” page of the DVD, name two illnesses that are flashing in the upper left.	
2. What fast food chains are the kids singing about in the opening scene?	
3. What is the “fattest” state in America?	
4. How many deaths per year are associated with obesity?	
5. How many people does McDonald’s serve around the world every day?	
6. What three types of doctors does Morgan ask to help?	
7. Does Morgan have anything medically wrong with him before he starts?	
8. How many calories per day does Morgan need?	
9. How much does Morgan weigh before he starts?	
10. What percentage of Americans get NO exercise?	
11. How many McDonald’s are in Manhattan alone?	
12. What type of chef is Morgan’s girlfriend?	
13. What percentage of the time does the average American eat out?	
14. What are some ways that McDonald’s “lure” kids in?	
15. How many servings of bread are in a typical bagel?	
16. How many tablespoons of sugar are in a 711 Double Big Gulp?	
17. What is the “Toxic Environment?”	
18. In the last 20-25 years, how much has the incident of obesity increased?	
19. If Type II Diabetes starts before age 15, how many years LESS can one expect to live?	
20. What organ is most effected by obesity?	
21. After 5 days, Morgan has a weigh-in. How much does he weigh? How much has he gained?	
22. How many days does it take for Morgan to feel “pressure” in his chest?	
23. How many days does it take for Morgan to feel “depressed?”	

24. How many commercials for food does the average child see each year? What percentage is for fast food?	
25. What character do kids recognize most (and know the most about) when shown pictures?	
26. How much does McDonald's spend on advertising per year?	
27. How many times more is this than the healthy foods campaign?	
28. Is it easy to find the nutritional information for McDonald's food?	
29. What percent over his recommended weight is Morgan taking in?	
30. At his second weigh in, how much does Morgan weigh? How much has he gained overall?	
31. How many grams of sugar are in the lemonade? How does this compare to a Coke?	
32. How many meals in the school are actually cooked in one month?	
33. Does it cost more to cook "good" food for a school?	
34. Why do companies oppose schools getting rid of soda and soft drinks in schools?	
35. How many of the "fattest" 15 cities are in Texas?	
36. What is the only state that requires daily physical education for all grades? Why is this significant?	
37. How much exercise does the surgeon general recommend for children?	
38. What is a calorie?	
39. Why did Morgan lose weight at his third weigh in?	
40. What are some of the reasons that Morgan may be experiencing headaches?	
41. What does Morgan's follow-up blood work show?	
42. How is food addiction similar to drug addiction?	
43. What percentage of nutritionists believe that fast food is directly related to the obesity epidemic?	
44. What types of measures do Americans prefer over using diet and exercise to control weight?	
45. What does the doctor recommend after 21 days on the diet?	
46. How many points did Morgan's cholesterol go up?	
47. How much did Morgan's body fat percentage go up?	

48. What happened to his heart disease risk?	
49. What happened to his sex drive?	
50. What have schools in many states done in response to the McDonald's lawsuit?	
51. What have food companies and fast food restaurants done to help with the obesity epidemic?	
52. How many pounds of sugar did Morgan ingest during his diet?	
53. How many pounds of fat did Morgan ingest during his diet?	
54. How many weeks did it take for Morgan's liver function to return to normal?	
55. How long did it take for Morgan to lose the weight he gained during his month-long McDonald's diet?	

The Future of Food Video Guide
Adapted from Food Democracy Project

Task: As you watch the film, *The Future of Food*, answer the following questions.

1. What is your initial reaction to the film?	
2. Were you aware of genetically engineered food before this film?	
3. Though thousands of corn and potato varieties exist, why do you think the US groceries only stock one or two varieties?	
4. What other products has Monsanto created in addition to Roundup?	
5. How is genetic engineering an “invasive” method?	
6. Why does genetic engineering rely on viruses and antibiotics to be spliced with DNA? What are the potential problems with this?	
7. What are the susceptibilities of monoculture crops?	
8. What are the effects of “super weeds” on farmers?	
9. How might corporate and political conflicts of interest affect the FDA and the EPA’s regulation of genetically engineered foods?	
10. What are landraces and how do they relate to plant diversity?	
11. Why is it cheaper for Mexicans to import American corn instead of growing their own?	
12. Do you think life should be patented? Why or why not?	
13. How do large corporations in the food system affect small farmers?	
14. What do biotechnology industries do to scientists who are critical of genetic engineering or modification?	
15. How did patents disrupt research on the breast cancer gene?	
16. How does the food industry consolidation affect consumer choice?	
17. What are commonly held beliefs about the cause of world starvation?	
18. Can genetically engineered foods end world starvation?	
19. How does the subsidization of crops in one country affect the world markets in other countries?	
20. What are “Terminator Seeds?”	
21. How do “Terminator Seeds” affect farmers?	

22. Why do you think the US is co-owner of the “Terminator Seeds” patent?	
23. What are concerns associated with “pharming” or the insertion of drugs into foods?	
24. What is sustainable agriculture?	
25. How many miles does the average food travel from production to market in the US?	
26. What is organic food?	
27. How might our ideas of scale have to change in order for agriculture to be sustainable, organic and local?	
28. South Dakota, Nebraska, and eight other states passed legislation banning non-family owned farming. Do you agree this was their right? What about the “free market?”	
29. Should genetically engineered or modified foods be labeled for consumers?	
30. What is your overall impression of the film?	
31. Were all “positions” represented in the film?	
32. Are you personally concerned about your consumption of genetically engineered or modified foods? How?	
33. What might you do about this issue?	

Food Inc Video Guide
Adapted from Baldrige, 2009

Task: As you watch the film, *Food, Inc* answer the following questions.

1. “The way we eat has changed more in the last 50 years than in the previous _____.”	
2. “The modern American supermarket has on average _____ products.”	
3. “This isn’t just about what we’re eating, this is about what we are allowed _____, What we are allowed to _____. It’s not just our health that’s at risk.”	
<i>FAST FOOD TO ALL FOOD</i> 4. McDonalds is the largest purchaser of _____ and _____.	
5. In the 1970’s the top 5 beef packers controlled only about 25% of the market. Today the top 4 control more than _____ % of the market.	
6. Due to the desire for larger chickens with bigger breasts, grown faster, the way that chickens are raised has changed dramatically over the past 30 years. Describe the aspects of processing chickens that have changed.	
<i>A CORNUCOPIA OF CHOICES</i> 7. “So much of our industrial food turns out to be clever rearrangements of _____.”	
8. List products that are made of corn.	
9. List “obscure ingredients” that are in products we purchase.	
10. CAFO’s (Concentrated Animal Feeding Operations) have many aspects that allow them to function. Describe some of the aspects.	
<i>UNINTENDED CONSEQUENCES</i> 11. In 1972, the FDA conducted approximately 50,000 food safety inspections. IN 2006, the FDA conducted _____.	

12. What happened to Barbara Kowalczyk's son?	
<i>THE DOLLAR MENU</i> 13. Why is it that you can buy a double cheeseburger for 99 cents, but you can't buy a head of broccoli for 99 cents?	
<i>IN THE GRASS</i> 14. Smithfield Hog Processing Plant in Tar Heel is the _____.	
15. How many hogs are slaughtered on the kill floor per day?	
<i>HIDDEN COSTS</i> 16. We're willing to subsidize the food system to create the mystique of cheap food. Why is the food so expensive?	
17. Large companies like Pepsi, Kraft, Kellogg don't grow organically, they grow by _____.	
<i>FROM SEED TO SUPERMARKET</i> 18. Describe some of the actions taken by the Mosanto Corporation to control the seed industry.	
<i>THE VEIL</i> 19. The fast food industry fought against giving the calorie information and trans fat information to consumers. The meat packing industry fought against country of origin labeling and labeling of genetically modified food. Why should consumers have the "right to know" what is in food?	
<i>SHOCKS TO THE SYSTEM</i> 20. Modern agriculture uses a very few number of crops, very few species and very few companies. This type of modern agriculture is dependent on large amounts of _____. To bring a cow to slaughter is _____ gallons of oil.	
21. The average consumer does not feel very powerful. When we purchase food we are voting. Do you feel powerful? Do you know what you are buying? Who you are supporting? How can we demand good, wholesome food?	

Forks Over Knives Video Guide
Adapted from Bolder Valley School District

Task: As you watch the film, *Forks Over Knives* answer the following questions.

1. What are three issues and/or illnesses that are related to how someone eats?	
2. What is a heart by-pass and how is it performed?	
3. What is the pleasure trap of food?	
4. What is a <i>Whole Foods Plant Based Diet</i> ?	
5. How are people able to live without animal protein and calcium?	
6. Where do they get their calcium from?	
7. List 5 things a <i>Whole Foods Plant Based Diet</i> can do.	
8. Do you think you could ever eat a <i>Whole Foods Plant Based Diet</i> ? Why or why not?	

King Corn Video Guide

Adapted from Myers Parker High School and Champlain Valley Union High School District

Task: As you watch the film, *King Corn*, answer the following questions.

1. What are Ian and Curtis worried about?	
2. Why is our generation likely to die earlier than our parents?	
3. Where does the carbon in your body originate from?	
4. How does corn get into your hair?	
5. Where did they go to plant their corn?	
6. How much corn do they want to plant on their own?	
7. What is the tall storage container for corn called?	
8. Where is the place that has all of the perfect conditions to grow corn?	
9. Before corn came to America, where did native corn originate?	
10. What are landraces and how do they relate to plant diversity?	
11. Why is it cheaper for Mexicans to import American corn instead of growing their own?	
12. Do you think life should be patented? Why or why not?	
13. How do large corporations in the food system effect small famers?	
14. What is the farm program?	
15. Why does the government pay farmers through the farm program?	
16. How much were Curt and Ian paid for their one acre of corn?	
17. How many acres of corn to most farmers in Greene, Iowa grow?	
18. Are the farms getting larger or smaller?	
19. What encourages the farms to get larger?	
20. What is the fertilizer that is used on the farms?	
21. What is industrial corn?	
22. How much more corn does the ammonia allow them to grow over regular farming?	
23. What is a corn elevator?	
24. When the corn elevator is full, where do they put the extra corn?	
25. What did tractors replace on the farm?	

26. Tractors made the farmers work easier and let them farm more land. This enabled farm kids to _____.	
27. A single farmer can farm _____ acres.	
28. What month did they fertilize?	
29. What month did they plant?	
30. How many kernels to an acre?	
31. How do they do the planting?	
32. How long did it take?	
33. How much food is made from one acre of corn?	
34. Is their corn able to be eaten off of the cob?	
35. Is the corn grown in Iowa able to be eaten?	
36. What will half of the crop be used for?	
38. What will the other half be used for?	
39. Why was the corn sweetener created?	
40. How are most cattle raised in the US?	
41. Is feeding corn to cattle healthy? Explain why or why not.	
42. What are the driving forces for having corn-fed cattle?	
43. What do cows prefer to eat instead of corn?	
44. What percent of all antibiotics in the US is fed to cattle to keep them from getting sick?	
45. What is the difference in the amount of saturated fat in corn-fed beef as opposed to grass-fed beef?	
46. When did corn syrup and corn starch become popular in the US?	
47. What are the culinary benefits of corn starch?	
48. What percent of the corn crops will be used for ethanol?	
49. What is ethanol used for?	
50. What is your overall opinion of the information that was presented in the film?	