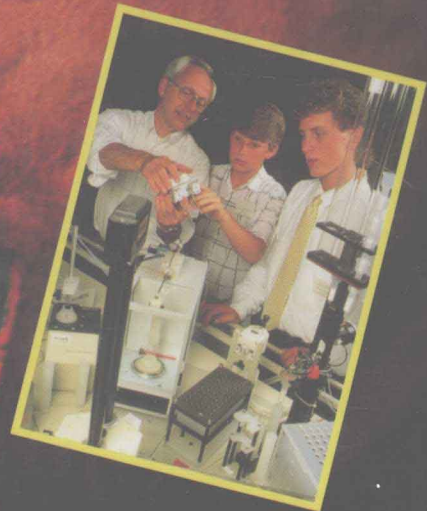
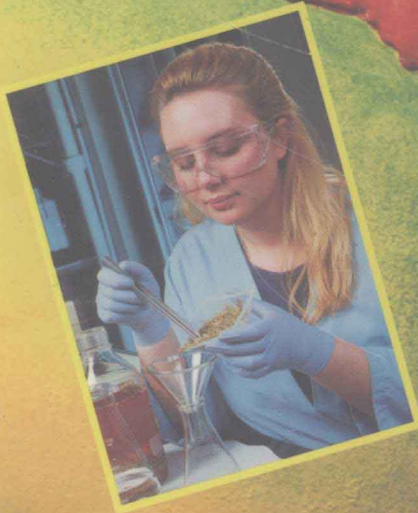


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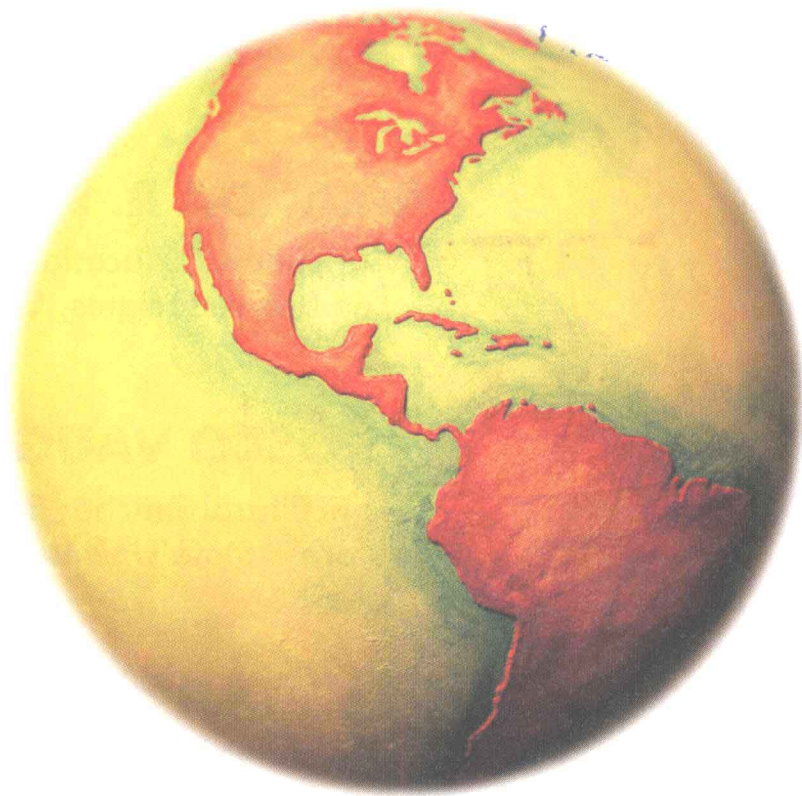
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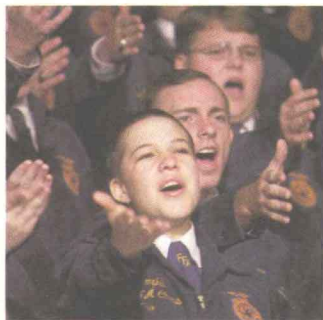
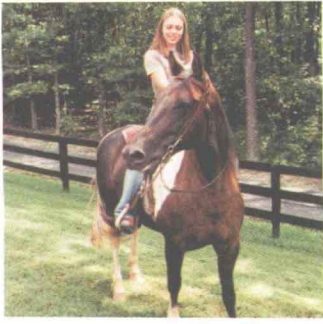
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AgriScience Discovery





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Preface

AgriScience Discovery is a brand new book. It is intended to open the wide world of agriculture to middle school students. The authors have used many sources of information in designing and writing this book. The major goal was to have the content and presentation appropriate for the intended audience.

The content of the book was selected based on the state curricula and standards now available. The undergirding principle was to have a book that would serve as a foundation for future courses. The book is also intended to serve a wide range of audiences in terms of student backgrounds and school instructional situations. Agriculture is interpreted quite broadly. It includes, among other areas, horticulture, wildlife, forestry, animals, plants, natural resources, agribusiness, and the environment.

The book has 5 parts and 30 chapters. Each chapter has unique features. The chapters can be used in almost any sequence, though Chapter 1 should likely be the first taught. Overall, each chapter can provide about one week of instruction. In some cases, a chapter may take less than a week; in other cases, a chapter may require more than a week for coverage. This means that the book is quite flexible. It can make important contributions to student learning in a wide range of middle school situations, such as 6-week, 9-week, or 18-week instructional blocks. It can also be used in 36-week instructional situations.

Each chapter is organized to meet the needs of quality teaching and learning. The chapter begins with a list of objectives and a list of terms for the chapter. These are followed by motivational paragraphs and a high-interest photograph. The content of each chapter is sequenced according to the

objectives. Many images have been used to promote high student appeal. The end of each chapter has a reviewing section of main ideas and questions. This is followed by evaluating and exploring sections. Each chapter has at least one “discovering” activity. This usually focuses on an experiment and is intended to allow the application of chapter content.

This book has been prepared with input from many sources. Of course, teacher input has been very important. Discussions with students have also provided valuable ideas for content and treatment.

Wonderful color and exciting designs make this book highly appealing. Every beginning student in a middle school agriculture class should be using this book. If not, the student may not be receiving what he or she should be getting out of enrollment in agriculture.

The excitement is building! Go ahead and begin the process of learning and teaching about agriculture.

Acknowledgments

Writing a book such as this uses the talents of many people. Without the help of these people, this book would not have come about. The authors wish to recognize several individuals who have provided valuable assistance.

The middle school teachers who reviewed the outline and the content of the book are acknowledged here. They have a highly valuable role in assuring that the book does what it is supposed to do and is useful in instructional situations. Some of these individuals also field tested the contents of the book with students in their classes. The reviewers were:

- Karen Hamilton, Rogers Middle School, Riverview, Florida
- Hoover Kynard, Evergreen Junior High School, Evergreen, Alabama
- Tom Farrish, Ransom Middle School, Cantonment, Florida
- Dennis Deaton, Cherokee High School, Cherokee, Alabama
- Wayne Worley, Redland Middle School, Homestead, Florida

Other agricultural educators providing important input were:

- Nyree Washington, Florida
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- Jeremy Bradley, North Carolina
- Steve Chumbley, Texas
- David Frazier, Texas

- Wayne Randall, Georgia
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- Lynn Martindale, California
- Mary Beth Hearn, California
- Megan Cox, Arizona

The authors also appreciate the help of many other individuals, associations, agribusinesses, schools, and agencies. Many of these provided photographs that were used to enrich the book. The National FFA Organization is acknowledged for its important role in providing images and other assistance. The California FFA also provided a number of useful images.

Others acknowledged include Cindy Williams and Tracy Westrom, of Piedmont College. Student models in Newton and Carthage, Mississippi; Peoria, Arizona; Lemoore, California; Smyrna, Delaware; Carnesville, Georgia; Derby, New Hampshire; Forest City, North Carolina; and several schools in Illinois are acknowledged for their assistance.

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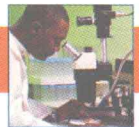
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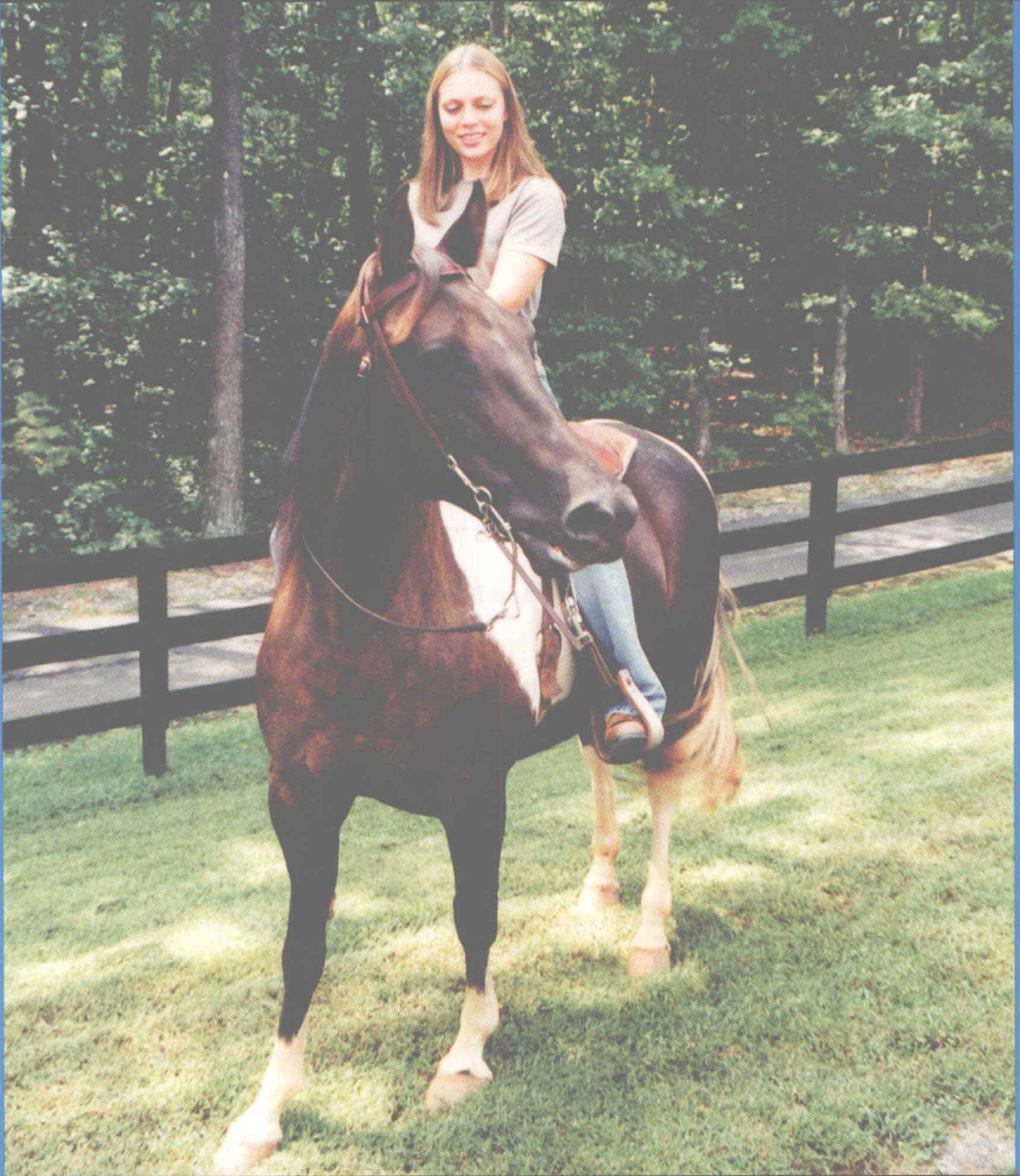
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PART ONE



Our Resources

The Importance of Agriculture

OBJECTIVES

This chapter tells about the meaning and importance of agriculture. It has the following objectives:

- 1 Explain the meaning of agriculture.
- 2 Describe why agriculture is important.
- 3 Discuss how agriculture has changed.
- 4 Identify the role of systems in agriculture.

TERMS

agribusiness
agriculture
clothing
crop

fiber
food
forestry
horticulture

system
technology
tree farm
wood