

Directions for NC's Top Ten Activity:

1. Distribute "guessing sheet" This sheet has 3 columns labeled "First Guess", "Second Guess", and "Correct Answer."
2. Ask students to use the first column to list their guesses of North Carolina's top ten agricultural commodities. Explanation may be needed regarding the definition of the term "commodity." The criteria for a top ten placement is the amount of money each commodity brings to our state's economy.
3. When students have had sufficient time to write guesses, take a few minutes to discuss their choices. Ask them to tell why they chose the commodities they listed.
4. Distribute copies of the "random sheet" that lists North Carolina's top ten commodities. Tell students that these are the correct answers but they are not listed in any particular order. Their next task is to go to the second column on their worksheet and list the commodities from the "random sheet" in order of the cash brought to the state's economy by each. Ask students to note which items from the "random sheet" are found in their list in the "first guess" column. This portion of the activity may generate discussion regarding certain vocabulary terms found on the "random sheet." Many participants are not familiar with the word "broiler" as an agricultural term.
5. When students have had sufficient time to rank items from the "random sheet" provide them with copies of the "North Carolina Highlights" brochure from the NC Department of Agriculture. Tell students that their final task is to locate the correct chart or table that provides the information they need and fill in the top ten commodities in rank order in the final column on the "guessing sheets." Conclude the lesson with a discussion of other information found in the "North Carolina Highlights" brochure.