

Economic Impact of Agriculture Issues

Precepts

- C. Vision
- C2. Conceptualize ideas

National Standards

CS.09.01.01.c. Describe the impacts of AFNR decisions on global markets and environmental health.

NL-ENG.K-12.5 Communication Strategies

NSS-EC.5-8.8 Supply and Demand

Student Learning Objectives

- As a result of this **unit** the student will...
- Discuss the economic impacts of agriculture
- As a result of this **lesson** the student will...
- Explain the economic impact of an agricultural issue

Content Outline

I. Trends

- A. The general course or prevailing tendency
- B. Style

II. Supply

- A. A quantity of something on hand or available
- B. The quantity of a commodity that is in the market and available for purchase or that is available for purchase at a particular price.

III. Demand

- A. The desire to purchase, coupled with the power to do so.
- B. The quantity of goods that buyers will take at a particular price

Interest Approach

This interest approach asks students to relate how **supply** and **demand** affects their purchasing decisions. A can of pop is "auctioned" to demonstrate this idea.

Time

Instruction time for this lesson: 45 minutes.

Resources

Mother Goose Nursery Rhymes (1996-2010). Retrieved April 15, 2010 from Web site. <http://www.zelo.com/family/nursery/index.asp> — National FFA Organization (2003). LifeKnowledge precepts and Signs of Success.

Tools, Equipment, and Supplies

Overhead projector/transparencies
Soft drink- one unopened can
Notebook paper-one sheet per student
Writing utensil
Writing surface
MS.AI.2.2.AS.A – scenarios listed on the activity sheet should be cut apart for the activity
MS.AI.2.2.TM.A--one per teacher
MS.AI.2.2.ASSESS.A--one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Trend

Supply

Demand

Raise your hand if you are thirsty.

Students should raise their hands then pull out the can of pop.

It looks like several of you would enjoy this can of pop, but instead of just giving it away; we're going to have an auction.

If students do not want to participate, you will need to reveal that the auction is meant for demonstration purposes only.

I'm going to start the bidding at 5 cents. Who has 5 cents they would pay for this can of pop?

Continue auctioning until bids stop.

When you found out you could get this pop for cheap, what did that do to your desire to have it? For some of you, it probably went up. As the price continued to rise, what happened to your desire? For some of you it might have changed in the opposite direction.



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Who will share some of their thoughts as the price escalated?

Allow for several students to share.

For those of you who didn't want the pop at all, what were those reasons?

Allow for several students to share.

Each reason we have is a valid reason. There are many factors, price included, that can change our desire for an item. When that desire changes for the masses, something larger happens to the economy. And when that "something larger" happens, it has a great affect on the agriculture industry. Imagine if one class, this size, in every school building across the country didn't want to buy this brand of pop again. Are you wondering how that affects agriculture? Let's listen to the ingredients in this can...

Have a student read the ingredients on the can.

Some of those ingredients derive from agriculture products. Today we are going to look at some of those issues because it's important to understand what happens in the industry if habits change.

Summary of Content and Teaching Strategies

Objective 1. Explain the economic impact of an agricultural issue.

Through this activity, very loosely based on the board game Boggle, students will conceptualize the impact that agricultural issues could have on **supply** and **demand** of agricultural products. Students will divide into four groups and receive a topic card which contains a one-line description of an issue that has been in the news. Groups will need one piece of paper and declare a scribe and have one minute to write down as many areas in agriculture that will be affected by the scenarios written on the topic.

After five minutes, groups should trade topic cards and repeat the process until each group has made a list for each topic card. Once the rotation is complete, have groups trade their list with another group; this step is to ensure legitimacy of the score. On the second rotation, have one group member from each group read the list in front of them.

The other groups should cross off the ideas on their list that appeared on another group's list. Have groups return the lists to their original group. Whichever group has the most items that weren't crossed off wins! You might consider awarding a prize to the winning group, e.g. candy, bonus points, or anything you need to get off your desk!

Certain topics or **trends** in the news can cause changes in the **supply** and **demand** of agriculture products. Who will tell the class what a **trend** is?

*Students might use examples concerning fashion or some other activity to demonstrate they can identify a **trend**, but direct them to providing a definition. Paraphrased, a **trend** is something that is practiced over a long period of time. You might point out that a **trend** is different from a fad, whereas a fad is a short term practice.*

Great observations, everyone! I like the persistence you showed me! Let's tackle the meaning of **supply** and **demand**.

Students should comment how these two terms are connected. When the **demand** rises the **supply** should rise and vice versa.

Everyone is on the mark today!

We will have 2 minutes to brainstorm which agriculture products will be affected by the topic written on the card and how the **supply** or **demand** for those products will change.

When you hear me say ON YOUR MARK, I want everyone to grab their things, stand up and line up in front of the room by smallest shoe size to largest shoe size. What questions are there? ON YOUR MARK!

After students are lined up, divide them into four equal groups and have them return to their seats to sit with their group members.

Now that we're lined up, I will break you off into four groups.



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Divide class into groups by moving down the line and making imaginary cuts. Assign groups to sit in different corners of the room and have them move to that area.

Now that we're in our groups, one person needs to get out a sheet of paper and fold that paper in half vertically; another person will take that piece of paper and title the left column "product" and title the right column "change."

Pause for students to complete task.

Great teamwork! In my hands are four different topics that have been in the news or have the potential for reappearing in the news again in the future. Each group will receive a card with a news topic written on one side. We will have two minutes to brainstorm which agriculture products will be affected by the topic written on the card and how the **supply** or **demand** for those products will change. I will be the timekeeper. Scribes, write the agriculture products in the left column and the change in **supply** and **demand** in the right column. Be sure to indicate on your paper which topic you're brainstorming before beginning your new list.

At the end of two minutes, I will say SWITCH and you will rotate cards clockwise. This will continue until all groups have brainstormed all scenarios. What questions are there?

Give each group a card, scenario side down, have students turn cards over simultaneously and start the timer. Have groups rotate cards every five minutes until each card has been circulated. Once the rotation is complete, have groups trade their brainstorm list with another group; this step is to ensure legitimacy of the score. Have one group member from each group read the list in front of them. The other groups should cross off the ideas on their list that appear on another group's list—no repeats. Have groups return the lists to their original group. Whichever group has the most items that weren't crossed off wins!

I think I just witnessed a tornado of excellent ideas in the classroom! Now that we have brainstormed each topic card, give your list to another group member.

Pause for students to trade.

Here's the fun part. Choose one person in your group who will read the product list to the entire class, choose another member who is a good listener to cross off the same items that appear on the list you have front of you.

The group whose list has the most items that are not crossed off wins! What questions do you have?

Call on each member of the group to read the list and be sure members from the other groups are crossing off repeated ideas. Have groups count the number of ideas that aren't crossed off and write that total on the top of the paper before returning the list.

Count the number of uncrossed items on the list and write the total on the top of the paper. After you have written the total, return the lists.

Declare a winner.

Review/Summary

Use the *Mother Goose e-Moment®* to tap into your students' poetic license with the content. Students take a given or chosen nursery rhyme and re-write the words with the newly learned content. Display **MS.AI.2.2.TM.A** to show students two examples of nursery rhymes.

It's always a winning strategy to explore how current issues or **trends** affect our lives personally. Raise your hand if you can think of all the words to a nursery rhyme.

Wait for students to raise hands.

What are the titles of those nursery rhymes?

Students should provide titles.

Who can recall the key terms we learned today.

Record those terms on the writing surface for the class. All terms are valid because students will need to include at least 3 of those terms in the nursery rhyme they create.

You're all right! Today we looked at an important economic principle, the law of **supply** and **demand**. We also looked at how issues in agriculture can affect the **supply** and **demand** of a product. Great! Look at the nursery rhymes displayed on the screen.

When you hear RHYME, you will have seven minutes to re-write the words with the content you learned today. To make this more of a challenge, you have to use three of the words that are on the list we see on the board in your nursery rhyme. What questions do you have? RHYME!



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Provide students seven minutes to complete their rhymes, if there is time you have can have some share, or collect their rhymes before they leave class.

Application

Extended classroom activity:

Create a graph of how gas prices have changed and their affect on agriculture products.

FFA activity:

Write a 30 second commercial to present at a chapter speech night on the affect of agriculture issues on the economy.

SAE activity:

Upperclassman with SAEs in production agriculture should come and discuss how issues have affected their SAE programs.

Evaluation

MS.AI.2.2.ASSESS.A

Answers to Evaluation

Answers will vary based on class discussions of agriculture issues and scenarios



Topic Cards

Card 1:

A severe hail storm damages 80% of the local corn crop.

Card 2:

E-coli has been detected in hamburger meat sold at a local grocery store.

Card 3:

A company has created a new drought resistant soybean variety and wants to sell seed to producers.

Card 4:

More efficient use of water in relation to crop production.



Jack and Jill

Jack and Jill
Went up the hill
To fetch a pail of water.
Jack fell down
And broke his crown
And Jill came tumbling after.
Up Jack got
And home did trot
As fast as he could caper
Went to bed
And plastered his head
With vinegar and brown paper.

Little Miss Muffet

Little Miss Muffet, sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.



Name _____

Short essay.

Directions: Identify one agricultural issue and explain its effect on supply and demand.
