



Lesson Plan

The Mushroom Lady

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STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify differences in agricultural practices around the world.
2. Describe cultural barriers to agricultural practices around the world.
3. Understand the relationship between the agriculture economy in the United States and how it fits into a larger global economy.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video — "The Mushroom Lady," <https://youtu.be/-OIUtICDVHs>

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access to play the video in real time or to embed it in a PowerPoint ahead of time
2. Computer and internet access for students to research
3. A copy of "The Mushroom Lady" worksheet for each student

THIS QUICK LESSON PLAN WOULD WORK WELL AS A PORTION OF:

1. A global agriculture lesson.
2. An agribusiness lesson.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A. Action: Assume responsibility for life and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E. Awareness: Understanding where you are with regard to personal vision, mission and goals.
- FFA.CS-M. Communication: Effectively interact with others in personal and professional settings.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02. Evaluate the nature and scope of the Agriculture, Food, and Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Core- Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Information Literacy
- Collaboration

LESSON PLAN:

1. *Introduction:* Agriculture looks different around the world. Let's take a look into what agriculture in Tanzania looks like.
2. *Activity:*
 - a. Have students brainstorm what agriculture practices look like around the world. How do they differ from the United States? What cultural barriers might be present?
 - b. Watch the video "The Mushroom Lady," the direct url is <https://youtu.be/-OIUtICDVHs>.
 - c. Individually or with a partner, research land ownership laws in Tanzania. How could these laws hinder agriculture production?
 - d. Students may use "The Mushroom Lady" worksheet to guide them through laws and regulations in Tanzania.
3. *Follow-Up:* As a class, discuss how agricultural practices around the world impact agricultural practices in the United States.
4. *Leveling Up:* Have students choose another country and research agricultural practices in that country. They should also research any cultural barriers that might be present.

NAME: _____

The Mushroom Lady

DIRECTIONS:

Research land ownership and agricultural laws and regulations for Tanzania. You may use the USAID website as a starting place, which can be found here: <https://www.land-links.org/country-profile/tanzania/>.

1. Who is allowed to own land in Tanzania?
2. How do land ownership laws hinder agricultural production?
3. Are there regulations on what people in Tanzania can and cannot grow?
4. Who controls land ownership?
5. What other countries have laws and regulations similar to Tanzania?
6. How do these laws and regulations impact the larger global agricultural economy?
7. Should governments regulate what farmers can and cannot grow? Why or why not?

The Mushroom Lady - KEY

DIRECTIONS:

Research land ownership and agricultural laws and regulations for Tanzania. You may use the USAID website as a starting place, which can be found here: <https://www.land-links.org/country-profile/tanzania/>.

1. Who is allowed to own land in Tanzania?

Land is delegated to tribes, clans, and families at the discretion of the Land Commissioner, often eliminating the opportunity for women to own land.

2. How do land ownership laws hinder agricultural production?

Since land ownership is restricted to certain people and at the discretion of the Land Commissioner, only those few selected families have the opportunity to contribute to the agricultural economy, stifling growing opportunities.

3. Are there regulations on what people in Tanzania can and cannot grow?

While there are no formal regulations on what crops can be grown from the government, there are incentives, such as subsidies, for certain crops.

4. Who controls land ownership?

The Land Commissioner controls land ownership through the government to the citizens.

5. What other countries have laws and regulations similar to Tanzania?

Answers may vary.

6. How do these laws and regulations impact the larger global agricultural economy?

Answers may vary.

7. Should governments regulate what farmers can and cannot grow? Why or why not?

Answers may vary.