

2012

Economics of Agriculture

Mark Felderman

Chariton High School, Chariton School District

Let us know how access to this document benefits you

Copyright ©[2012?] Mark Felderman



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

Recommended Citation

Felderman, Mark, "Economics of Agriculture" (2012). *Open Educational Resources*. 96.

<https://scholarworks.uni.edu/oermaterials/96>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Economics of Agriculture

Created by: Mark Felderman

Chariton High School, Chariton School District

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Human Geography, Economics	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): One 50 minute class period	Goal (Req.): To help students understand how agriculture, economics, and geography are interconnected.	
	Objective (Req.): Students will be able to identify and explain the factors that cause shifts in agriculture's supply and demand.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Graphs • LCD projector with PowerPoint (or Promethean Board) • • • • • 		New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • •
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What causes the changes in the supply schedule and the demand schedule of agriculture?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Start the lesson by reviewing the basics of demand and supply of normal goods. Demand: for a normal good, the demand curve moves down and to the right; Supply: for a normal good, the demand curve moves down and to the right; Equilibrium: where the demand and supply curves intersect. Refer to the graph attached below. 2. Review elasticity of demand, stressing inelasticity of demand of agricultural products. 3. Discuss the factors that shift demand and supply curves. 4. Identify which direction each factor causes the curve to shift. 5. Extension: Could include predicting what "events" could shift demand in the future; predict what "events" could shift supply in the future; identify what past events have shifted the curves. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 		

16. 17. 18. 19. 20.	
Formative Evaluation (Req.): Check for understanding as the lesson/PowerPoint is presented	Assessment (Req.): Have a quiz following the lesson and include in the unit and exams. After the lesson put up several scenarios on papers on the wall with different possibilities in shifts. Students should walk around and put their initials by the solution they think is the right response and we will discuss their predictions.
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Economics, grade 9-12: Understand the functions of economic institutions. • Economics, grade 9-12: Understand how governments influence economic behavior. • Economics, grade 9-12: Understand how universal economic concepts present themselves in various types of economies throughout the world. • Economics, grade 9-12: Understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy. • Economics, grade 9-12: Understand the impact of advancing technologies on the global economy. • Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments. • Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. • Geography, grade 9-12: Understand how physical and human processes shape the Earth's surface and major ecosystems. • Geography, grade 9-12: Understand how human actions modify the environment and how the environment affects humans. • Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space. • Geography, grade 9-12: Understand how cultural factors influence the design of human communities. 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective • How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface • The Physical and Human Characteristics of Places • That People Create Regions to Interpret Earth's Complexity • How Culture and Experience Influence People's Perceptions of Places and Regions • The Physical Processes That Shape the Patterns of Earth's Surface • The Characteristics and Spatial Distribution of Ecosystems on Earth's Surface • The Characteristics, Distribution, and Migration of Human Population on Earth's Surface • The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics 	

<ul style="list-style-type: none"> • The Patterns and Networks of Economic Interdependence on Earth's Surface • The Processes, Patterns, and Functions of Human Settlement • How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface • How Human Actions Modify the Physical Environment • How Physical Systems Affect Human Systems • The Changes That Occur in the Meaning, Use, Distribution, and Importance of Resources • How to Apply Geography to Interpret the Past • How to Apply Geography to Interpret the Present and Plan for the Future 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Human-Environmental Interaction • • • • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • • •
21 st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"> • • • • • 	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none"> • • • • 	

Elasticity

