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# Farmers and Economic Decision-Making

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# Farmers and Economic Decision-Making

Created by: Anthony Boggs

Seymour Community High School, Seymour Community School District

Grade Level (Req.): 9th-12th grade	Content Area (Req.): Geography, Agriculture, Economics	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): One 45-minute class period	Goal (Req.): To help students understand how geographic and economic factors weigh into farmers' production decisions.	
	Objective (Req.): Students will be able to make rational economic decisions based on given conditions. Students will be able to demonstrate understanding of the impact economic decisions have on agricultural products in the state of Iowa.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> <li>• Information sheets for farm products</li> <li>• ActivBoard flipchart (Market Diagram)</li> <li>• Promethean ActivBoard</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Why do farmers make the production decisions that they do in Iowa?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Lead whole group class discussion on primary crops grown in Iowa. The class should come to center on corn and soybeans. Furthermore, the students should be prompted to come up with way in which these products could be used after harvest. Examples should include food, ethanol, and silage. (5 minutes)</li> <li>2. Separate students into four separate groups and assign each a role within the farm product market: ethanol producers, processed food producers, livestock producers, and crop producers. Use the ActivBoard flipchart to highlight the interactions and choices available to each group in relation to the others.</li> <li>3. Then, distribute information sheets to each student and have them confer in their groups to determine what choices they would make given a set of circumstances and how the consequences of those decisions impact the other groups and the decisions that they in turn make. Suggestions for prompt questions include: higher ethanol-producing corn vs. standard hybrid corn, corn vs. soybeans, and other questions of production decisions given a set amount of land. (30 minutes)</li> <li>4. Assemble students back into the whole group setting and debrief on points and concepts thought significant by the instructor and the students. (10 minutes)</li> <li>5.</li> <li>6.</li> </ol>		

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Formative Evaluation (Req.): Check for understanding regarding Iowa agriculture

Assessment (Req.): Assign students to write a one-page reflection regarding the events of the activity and how they relate in any way to the real life decision-making of farmers. Pay special attention for recognition of the geographical, scientific, and economic constraints that agricultural producers face in Iowa and how those limits in turn affect the decisions they make.

Iowa Core Curriculum Standards Used (Req.):

- Economics, grade 9-12: Understand the role of scarcity and trade-offs and how economic conditions impact people’s lives.
- 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 physical and human characteristics create and define regions.
- 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.
- History, grade 9-12: Understand the effect of economic wants and needs on individual and group decisions.
- Technology Literacy (21st Century Skills), grade 9-12: Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Technology Literacy (21st Century Skills), grade 9-12: Apply digital tools to gather, evaluate, and use information.
- Technology Literacy (21st Century Skills), grade 9-12: Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.

Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- The physical and human characteristics of places
- The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
- The characteristics, distribution, and migration of human populations on 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
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Five Themes of Geography Used (Req.):

- Place
- Human-Environmental Interaction
- Region
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School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

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