

Sustainability in the Southern High Plains

Identification

Unit Topic: Sustainable Agriculture in the Southern High Plains

Lesson Title: Defining Livelihood Systems of the Southern High Plains

Objectives (TSWBAT-- The student will be able to...)

- Given several definitions of livelihood systems and livelihood factors present in the Southern High Plains, students will write their own personal definition of a livelihood system that applies to Southern High Plains.
- Given lecture and discussion on Southern High Plains livelihood systems, list the main components that are important in the livelihood system.
- List 3-4 governmental or political reasons that would cause a Southern High Plains farmer to change farming operations, given factors affecting a family's livelihood system.
- List 3-4 economic reasons that would cause a Southern High Plains farmer to change farming operations, given factors affecting a family's livelihood system.
- In essay form, describe why the livelihood system of the family in Southern High Plains is the driving factor behind the decisions to changing farming practices, given livelihood definitions and reasons why farming practices might change.

Teaching Materials and Resources (What do you need to bring?)

- A cap from a local bank and a local lending source
- A baseball
- A magazine article discussing the Farm Bill

Teaching Procedures-- Preparation, Presentation, Application, Evaluation

Preparation (Interest Approach/Motivator)

<p>Key Points</p> <ul style="list-style-type: none"> – Ask the students to reflect upon the following questions. – Which is more important? Think of a common family from Southern High Plains when answering the questions. 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher-led rhetorical questioning.
<ul style="list-style-type: none"> – Buying a 2nd new tractor so that you can increase 	<ul style="list-style-type: none"> – Show a baseball.

<p>yields so you can support your kids?</p> <ul style="list-style-type: none"> – Buying a new ski boat? – Changing cotton farming operations to organic because it is good for the environment, but profits will decrease? – Growing cotton conventionally so that you can make enough money to pay off the mortgage? – Planting cotton because you can get a 2.5% APR loan for seed and equipment? – Growing a specialty crop that would make a lot more money, but requires a 12% APR loan for seed and equipment? – Getting a 2nd job to make ends meet so you can keep your family on the farm? – Move to town to get a higher paying job? – Grow cotton because there are government subsidy programs set up if the crop fails? – Grow a highly profitable crop that has no subsidy programs? – Ask students what the common theme of all the questions was. Ask what the main driving force behind all of the farming decision was. Prompt the students to discussing how providing for the family is the main reason for making decisions for the farm. – Relate to how livelihood systems for the Southern High Plains and the developing country example are similar in terms of family as the main concern. – Today we will give the definition of and write a personal definition of a livelihood system for the Southern High Plains. – List the main components in a Southern High Plains livelihood system. – Give examples of governmental and political forces that act upon the livelihood system. – Give examples of economic forces that act upon the livelihood system. 	<ul style="list-style-type: none"> – Show the cap from a local bank. – Show the cap from a lending source. – Show an article on the Farm Bill. – Teacher-led questioning. – Teacher lecture. – Review objectives.
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Presentation (The Content)

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Key Points

- Begin by reviewing definitions of livelihood systems from last day's lesson.
- Ask students to add to previous livelihood definitions making a definition specific to the Southern High Plains.
- Open discussion about definitions of livelihood systems asking for key components present in the Southern High Plains livelihood systems.
- Open class up for discussion and ask why family decisions are such a major component of all definitions of livelihood systems, especially in the Southern High Plains. Eventually bring up and describe all reasons that are written on the board and others that were brought up in discussion.
- Lecture, giving governmental and political reasons that affect livelihood systems in the Southern High Plains. Several factors are listed in the teacher workbook, but ask class for other factors that might be present.
- Lecture, giving economic reasons that affect livelihood systems in the Southern High Plains. Several factors are listed in the teacher workbook, but ask class for other factors that might be present.
- Ask students to think of personal examples of why their families or other families in the Southern High Plains have changed their farming operations.
- Ask the students if the family was the most important factor in making decisions.
- Close by tying up lesson, explaining that farming decisions are not just based upon a few components; rather, they are based on lots of little things that all come together to make a livelihood system.

Methods

- Teacher-led lecture.
- Class discussion, write additions on board.
- Write components on board and have students write in workbook.
- Class discussion.
- Teacher lecture and class discussion.
- Teacher lecture and class discussion.
- Student interaction.
- Teacher-led questioning.
- Closing lecture.

Application (What will they do with what you taught?)

<p>Key Points</p> <ul style="list-style-type: none"> – Knowing all of the factors influencing a livelihood system, have students think of a new type of farming operation of the Southern High Plains. The criteria for the farming system are that it has to use less water than traditional cotton, use less fertilizer than traditional cotton, may include livestock, and must satisfy all of the needs of the livelihood system. – Have the students draw a rough picture of their new crop with markers and paper provided. – When all are finished, have students discuss why their new crop system will satisfy the needs of the livelihood system. – Ask why this crop would be better for the Southern High Plains in the long run. 	<p>Methods</p> <ul style="list-style-type: none"> – Student activity. – Provide students with paper and markers. – Class discussion. – Teacher-led questioning.
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Evaluation (How do you know they learned it?)

<p>Key Points</p> <ul style="list-style-type: none"> – Ask the students to write their own personal definition of a the Southern High Plains livelihood system. – What are the main components of the Southern High Plains livelihood systems? – What are governmental factors that affect the livelihood systems of the Southern High Plains? – What are the political factors that affect the livelihood systems of the Southern High Plains? – What are the economic factors that affect the livelihood systems of the Southern High Plains? – Have students write a short essay in their workbooks on why the family is the most important aspect of farming decisions. 	<p>Methods</p> <ul style="list-style-type: none"> – Student writing activity. – Teacher-led oral questioning. – Student writing assignment.
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– Begin to lead into tomorrow by telling students of research done on integrated crop/livestock systems that could be very beneficial for Southern High Plains in the future. The concept of sustainability will be presented tomorrow.

– Summary, lead-in for tomorrow.