

## Lesson A5–3

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# Determining the Role of Consumers in World Agriculture

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**Unit A.** Agricultural Literacy

**Problem Area 5.** Describing the World Food and Fiber System

**Lesson 3.** Determining the Role of Consumers in World Agriculture

### **New Mexico Content Standard:**

**Pathway Strand:** Agribusiness Systems

**Standard:** VI: Use sales and marketing principles to accomplish an AFNR business objective.

**Benchmark:** VI-A: Conduct market research.

**Performance Standard:** 1. Evaluate methods of marketing products and services. 2. Apply economic principles to marketing (e.g., supply and demand). 3. Research products and service design(s).

**Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

1. Identify the basic needs of humans.
2. Explain the basic economic concepts of supply and demand.
3. Describe factors that influence what people eat and use for clothing and shelter.

**List of Resources.** The following resources may be useful in teaching this lesson:

**Recommended Resources.** One of the following resources should be selected to accompany this lesson:

Finley and Price. *International Agriculture*. Albany, New York: Delmar Publishers, 1994.

Morgan, Elizabeth M., et al. *AgriScience Explorations*, Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2000. (Textbook, Chapters 4 and 5)

**Other Resources.** These resources may be of use to teachers and students:

Catania and Keefer. *Commodity Challenge Economics Project*. Chicago, Illinois: Education and Marketing Services Department, Chicago Board of Trade, 1988.

Lee, Jasper S. and Diana L. Turner. *AgriScience*, Third Edition. Danville, Illinois: Interstate Publishers, Inc., 2003. (Textbook and Activity Manual, Chapter 1)

## List of Equipment, Tools, Supplies, and Facilities

Writing surface

Overhead projector

Transparencies from attached masters

**Terms.** The following terms are presented in this lesson (shown in bold italics):

Carbohydrate

Climate

Consumer

Custom

Demand

Fiber

Food

Law of demand

Law of supply

Nutrient

Preference

Protein

Shelter

Standard of living

Supply

Water

**Interest Approach.** Use an interest approach that will prepare students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

*Ask students to name the needs that must be met in order to be comfortable. Write these needs on the classroom writing surface. Next, ask students to name the needs that must be met in order for them to survive. The second list should be much shorter than the first. What determines how these needs are met? Factors such as supply and price play a role in having products available to meet needs. Use this approach to help the class begin to understand the concept of basic needs and the laws of supply and demand.*

## Summary of Content and Teaching Strategies

**Objective I:** Identify the basic needs of humans.

**Anticipated Problem:** What needs must be met for humans to survive?

- I. The basic human needs are food, fiber, and shelter.
  - A. Basic needs support human life. They provide the nutrition that helps the body grow, repair itself, and reproduce. They also provide protection from the weather, dangerous animals, and other hazards of life. Most food and fiber is carefully produced to meet human needs.
  - B. **Food** is the solid and liquid material humans consume that provides essential nutrients.
    1. **Nutrients** are substances necessary for an organism to live and grow. Humans receive nutrients from foods in the form of carbohydrates, proteins, fats, vitamins, minerals, and water.
      - a. **Carbohydrates** are starches and sugars the body turns into fuel.
      - b. **Proteins** are important in growth and repair.
      - c. Fats provide energy for the body.
      - d. Vitamins and minerals are needed for good health.
      - e. **Water** is needed to transport food substances in the body.
  - C. **Fiber** primarily includes materials used to make clothing and shelter. Fiber is produced by animals, by plants, and by manufacturing. There are natural and synthetic fibers.
    1. Synthetic fibers are made in mills from various products, such as petroleum.
    2. Natural fibers are those produced by plants and animals.
  - D. **Shelter** is housing for humans. Many of the products used in providing shelter are produced by forestry.

*Many techniques can be used to help students master this objective. Students need text materials to help understand basic human needs. Have them read Chapter 4 in AgriScience Explorations. Lead the class in a discussion of what the basic needs of humans are and the role agriculture plays in meeting those needs. Help the class understand the difference between basic needs and comfort needs.*

**Objective 2:** Explain the basic economic concepts of supply and demand.

**Anticipated Problem:** What are the basic economic concepts of supply and demand?

- II. **Supply** is the quantity of a product (or service) that sellers are willing to provide to the market at a given price.
  - A. When prices are high, sellers are willing to provide larger quantities of their products to the market. At lower prices, sellers are willing to provide smaller quantities of their products to the market. The **law of supply** dictates the amount of products supplied at given prices.
  - B. Certain economic factors can cause supply to increase or decrease.
    - 1. Changes in production systems
    - 2. Prices of related goods
    - 3. Number of sellers in the market
  - C. Changes in supply can have various effects on the price of a good.
    - 1. An increase in supply decreases the price.
    - 2. A decrease in supply increases the price.
- III. **Demand** is the quantity of a product (or service) buyers are willing to purchase from the market at a given price.
  - A. When prices are low, buyers are willing to purchase greater quantities of a product. At higher prices, buyers are willing to purchase fewer quantities of a product. The **law of demand** dictates the amount of a product buyers are willing to purchase at a given price.
  - B. Certain economic factors can cause demand to increase or decrease.
    - 1. Changes in personal income
    - 2. Prices of related goods
    - 3. Number of buyers in the market
  - C. Changes in demand have an influence on price.
    - 1. Increase in demand increases the price.
    - 2. Decrease in demand decreases the price.

*Many techniques can be used to help students master this objective. Students need text materials to help understand supply and demand. Use Chapter 5 in AgriScience Explorations or Chapter 1 in Commodity Challenge Economics Project to help students understand the laws of supply and demand. Use TM: A5–3A to show changes in supply, TM: A5–3B to show changes in demand, and TM: A5–3C to show relationships between supply and demand.*

**Objective 3:** Describe factors that influence what people eat and use for clothing and shelter.

**Anticipated Problem:** What factors influence what people eat and use for clothing and shelter?

- IV. People make choices about food, fiber, and shelter. They have strong likes and dislikes, or *preferences*.
- A. Food and fiber are produced to satisfy human needs. If a commodity is not desired, there is no reason to produce it.
  - B. **Consumers**, those who purchase products or services, have certain needs—food, shelter, and clothing—that must be met. There are several factors that can influence consumer choices.
    1. **Climate**, or the nature of the weather, influences the types of products that can be grown in an area.
    2. **Customs** are the long established ways of doing things. Adults often prefer to purchase the same types of products they grew up eating or using.
    3. **Standard of living** refers to the income of people and the products available to them. People with more money often choose different foods and types of housing.

*Many techniques can be used to help students master this objective. Students need text materials to help understand basic human needs. Have students read the “People Make Choices” section in Chapter 1 of AgriScience. Display TM: A5–3D to show the locations of the seven continents. Have students pick two of the continents and discuss how climate, customs, and standard of living differ between the continents.*

**Review/Summary.** Because agriculture is essential to the lives of all human beings, it is imperative that food supplies be increased to meet the needs of an expanding population. Consumers around the world have a direct impact on production. Focus the review of the lesson around the student learning objectives. Ask students to explain the content associated with each objective. Use their responses as the basis for determining any areas that need reteaching.

**Application.** Have students pick a country and identify the popular customs and types of food there. Also, have them determine the different modes of transportation and types of housing available.

**Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activity. A sample written test is attached.

## Answers to Sample Test:

### Part One: Matching

1=c, 2=a, 3=e, 4=d, 5=b, 6=h, 7=g, 8=f, 9=i

**Part Two: Completion**

1. increase, decrease
2. food, fiber, shelter
3. decrease, increase
4. Customs

**Part Three: Short Answer**

1. When prices are high, sellers are willing to provide larger quantities of their products to the market. At lower prices, sellers are willing to provide smaller quantities of their products to the market.
2. The three major factors that influence consumer choices are climate, custom, and standard of living
3. When prices are low, buyers are willing to purchase greater quantities of a product. At higher prices, buyers are willing to purchase fewer quantities of a product.
4. Changes in production, prices of related goods, and the number of seller in the market are economic factors that can cause supply to increase or decrease. Changes in personal income, prices of related goods, and the number of buyers in the market are economic factors that can cause demand to increase or decrease.

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# Test

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## Lesson A5–3: Determining the Role of Consumers in World Agriculture

### Part One: Matching

*Instructions.* Match the term with the correct response. Write the letter of the term by the definition.

- |            |                |                       |
|------------|----------------|-----------------------|
| a. climate | d. nutrients   | g. standard of living |
| b. customs | e. preferences | h. supply             |
| c. demand  | f. shelter     | i. water              |

- \_\_\_\_\_ 1. Quantity of product or service buyers are willing to purchase from the market at a given price.
- \_\_\_\_\_ 2. Nature of the weather.
- \_\_\_\_\_ 3. Opinions that dictate what is produced.
- \_\_\_\_\_ 4. Substances necessary for an organism to live and grow.
- \_\_\_\_\_ 5. Long established ways of doing things.
- \_\_\_\_\_ 6. Quantity of a product or service that sellers are willing to provide to the market at a given price.
- \_\_\_\_\_ 7. Refers to the income of people and the products available to them.
- \_\_\_\_\_ 8. The housing of humans.
- \_\_\_\_\_ 9. Needed to transport food substances in the body.

### Part Two: Completion

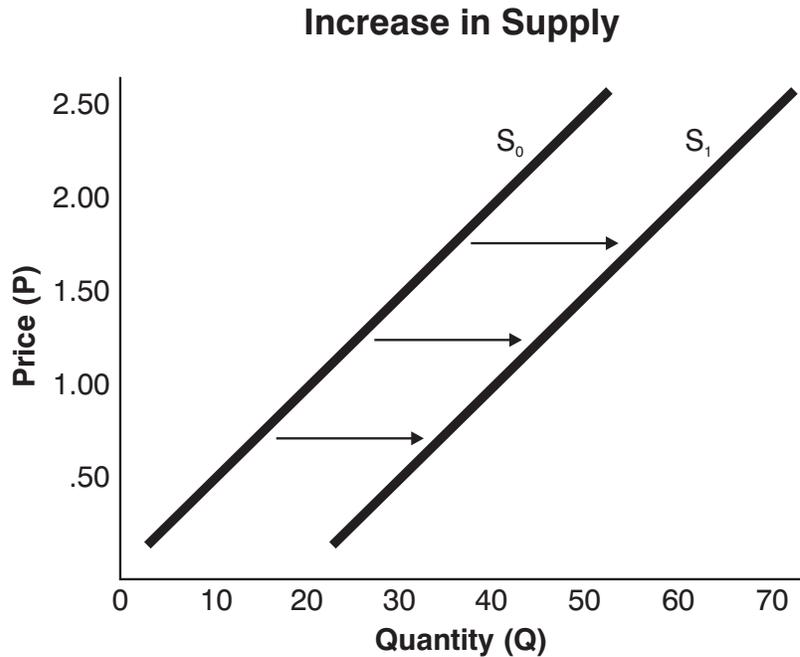
*Instructions.* Provide the word or words to complete the following statements.

1. The supply curve would shift to the right due to an \_\_\_\_\_ in the supply of a product or service and would shift to the left due to a \_\_\_\_\_ in the supply of a product or service.
2. The basic human needs are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
3. The demand curve would shift to the left due to a \_\_\_\_\_ in the demand for a product and would shift to the right due to an \_\_\_\_\_ in the demand for a product.
4. \_\_\_\_\_ are often related to climate and native food plants and animals.

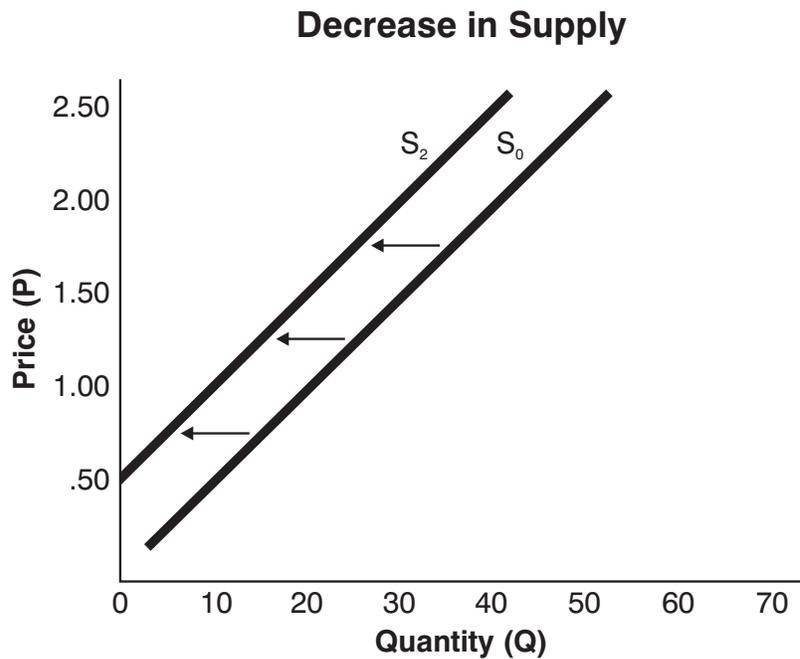


# Changes in Supply

As supply increases, the curve shifts to the right. This causes a greater quantity to be offered at any given price.

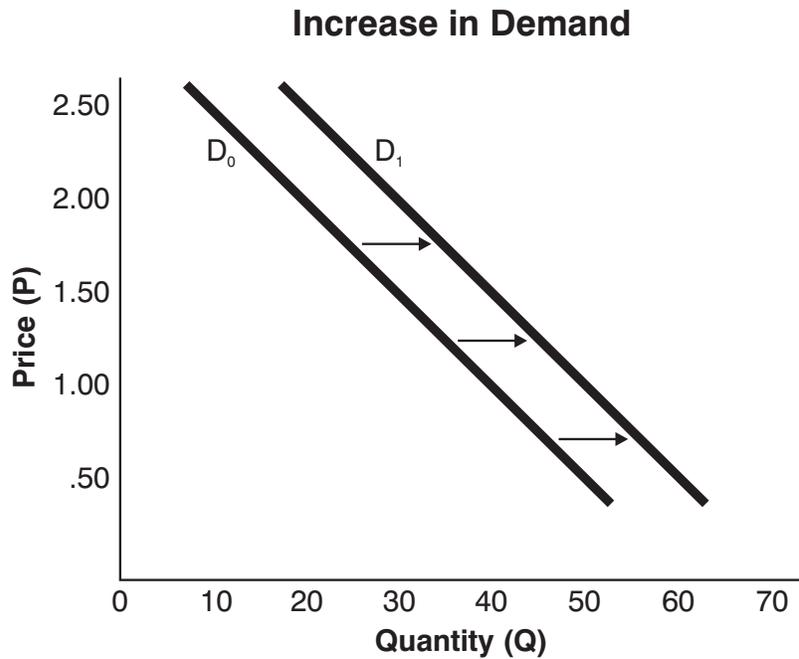


As supply decreases, the curve shifts to the left. This means a smaller quantity will be offered at any given price.

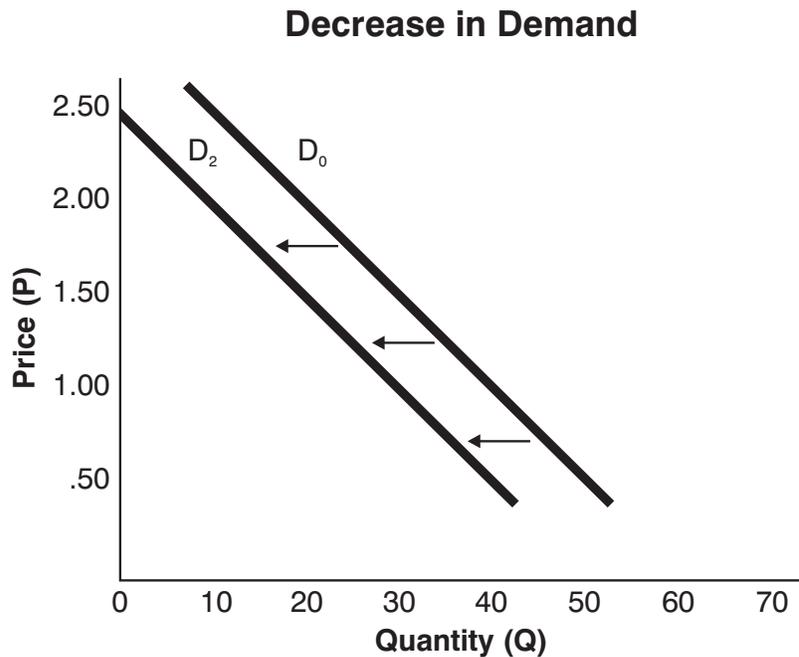


# Changes in Demand

When demand increases, the curve shifts to the right. This causes more demand at any given price.

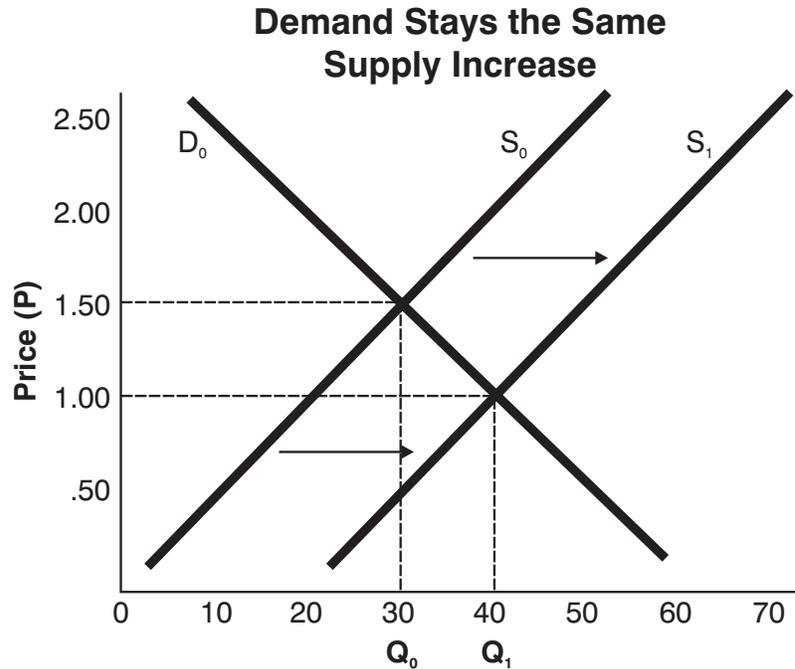


When demand decreases, the curve shifts to the left. This causes less demand at any given price.

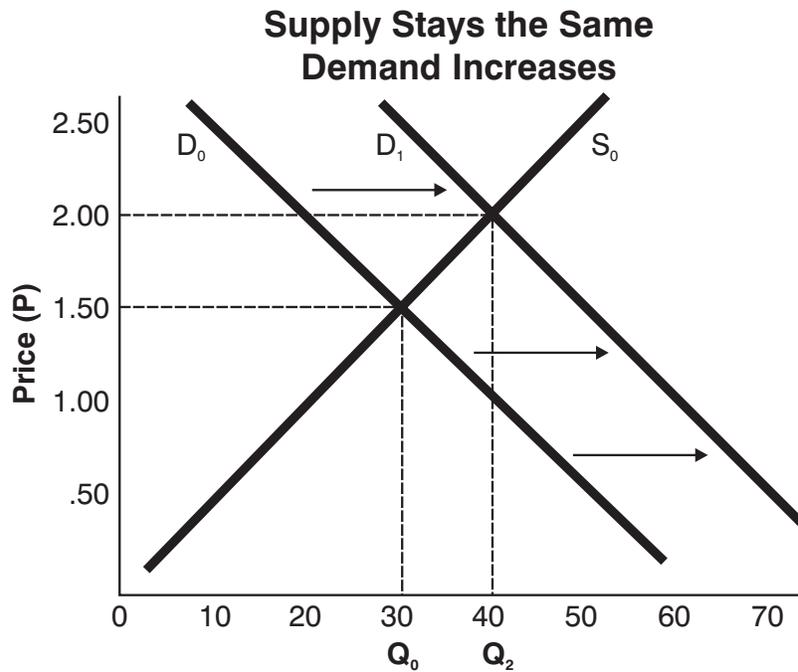


# TM: A5-3C

As the supply increases, the curve shifts to the right. At the same time, demand stays the same. This causes a reduction in price.



As the demand increases, the curve shifts to the right. At the same time, supply remains the same. This causes an increase in price.



# Foods Vary Among People

Each Continent Has Differences  
in Climate, Culture, and  
Standards of Living

