



Coffee Plantations

Summary:

At the end of the lesson students will be able to discuss a type of agriculture that is not very familiar to any of them. They will be able to compare agricultural methods of growing coffee compared to a common Wisconsin crop. They will also be able to compare some of the same difficulties that both practices face on an everyday basis.

Background Information:

Coffee is a tropical plant. It is grown as a large bush ranging from 4 ft tall to 12 ft tall. The beans grow on long strands full of beans coming out horizontally from the stem. The life span ranges from 10-30 years depending on how you grow them. Coffee is grown on extreme slopes. It is grown on slopes of 100% or more. In most cases any slope over about 10% should not have any agriculture other than forestry. Any slope over 10% is very prone to runoff and erosion. With coffee the plants should be planted staggered and with the contour of the mountain to reduce erosion. They should also not be a monoculture and have another plant used in the field to provide shade and another source of income. The packet covers regulations on the environmentally friendly practices when dealing with coffee plantations along with planting and harvesting techniques.

Materials:

- Projector
- PowerPoint

Set-Up:

Make sure the PowerPoint works, have a projector, have the list of questions to ask the students to get them to think of the points that you want to get across.

Grade Level: 8th - 12th.

Goal: Land management is difficult no matter what the crop or what the environment for growing it is.

Key Concepts:

Importance of slope: what crop you can grow; erosion issues; run off issues; regulation issues.

Objectives: Upon completion of this lesson, students will:

- 1) know how coffee is grown and what the plant looks like before it makes it to your cup.
- 2) how slope affects planting, harvesting, and application.
- 3) how regulations are made and enforced.

Teaching Location: The lesson will be taught in my classroom.

Lesson Time: this lesson is going to be taught during a 52 min period. The introduction will take about 10 mins. There will be 20 min PowerPoint presentation. The rest of the class period will be a discussion and a short essay.

Subject Areas for

Infusion:

Social Studies,
Environmental Education,
Agricultural Education.

Standards:

Environmental Ed.: B.12.2,
B.12.3, B.12.9, B12.10,
B12.12, B.12.16; C.12.1
Agricultural Ed.: A.12.2;
D.12.2, D.12.3, E.12.1,
E.12.2, E. 612.

Procedure:

Introduction:

Have them talk about coffee. How much people drink. What does the plant look like? How is it grown? How is it picked?

Activities:

Activity 1

1. powerpoint/discussion what coffee looks like, the slopes it is grown on, shade vs. sun, harvesting

Activity 2

1. Discussion on environmental impacts of growing on slopes, how coffee compares to Wisconsin agriculture, harvesting conditions and wages, farmer price.

Conclusion:

Write a short essay on summarizing working conditions and the farmer's price comparing milking cows in Wisconsin and picking coffee in Puerto Rico

Assessment:

Write a short essay on summarizing working conditions and the farmer's price comparing milking cows in Wisconsin and picking coffee in Puerto Rico.

Adaptations:

The PowerPoint with all of the pictures of the coffee plantation is the key to the lesson. Showing the plants and the environment that the people have to work in is the most important part of the lesson and can be used to show working conditions, land management, and a cultural point.

References

Life knowledge lessons designed by the national agriculture instructors I used for the activities.