

Unit Five: Agriculture, Food Production, and Rural Land Use
AP Human Geography
8 Class Meetings

Essential Questions

- What is the impact of agriculture on the world?

Enduring Understandings with Unit Goals

- **EU #1:** Agriculture was invented around 10,000 years ago in multiple hearths. Eleven major agricultural regions exist today and approach agriculture differently.
 - Explain how and why agricultural practices evolved
 - Theorize the connection between physical geography and agricultural practices of world regions
- **EU #2:** The globalization of agriculture has a multitude of impacts.
 - Analyze the economic, social, political, and environmental impacts of the globalization of agriculture
 - Evaluate the impact of the globalization of agriculture on the relationship between developed and developing states
- **EU #3:** Challenges are faced in both developing and developed countries in the field of agriculture.
 - Analyze current issues in agriculture and evaluate their economic, social, political, and environmental impacts on the world
 - Evaluate the level of sustainability of current agricultural practices and predict their impact on future society

Standards

Common Core State Standards/College and Career Readiness Anchor Standards:

- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- **CCSS.ELA-Literacy.WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
- **CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

College Career and Civic Life – C3 Framework for Social Studies State Standards:

- **D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- **D4.2.9-12.** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

MSMHS 21st Century Learning Expectations

Competency 1: Read and write effectively for a variety of purposes

Competency 2: Speak effectively with a variety of audiences in an accountable manner

Competency 6: Use technology responsibly to create, research, synthesize, and communicate information fluently

Competency 8: Take responsibility for his/her own learning and behavior

Competency 9: Value human, cultural, and natural diversity

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Unit Content Overview

College Board AP Human Geography Topics:

V. Agriculture, Food Production, and Rural Land Use

1. Development and diffusion of agriculture
 - Neolithic Agricultural Revolution
 - Second Agricultural Revolution
 - Green Revolution
 - Large-scale commercial agriculture and agribusiness
2. Major agricultural production regions
 - Agricultural systems associated with major bioclimatic zones
 - Variations within major zones and effects of markets
 - Interdependence among regions of food production and consumption
3. Rural land use and settlement patterns
 - Models of agricultural land use, including von Thünen's model
 - Settlement patterns associated with major agriculture types: subsistence, cash cropping, plantation, mixed farming, monoculture, pastoralism, ranching, forestry, fishing and aquaculture
 - Land use/land cover change: irrigation, desertification, deforestation, wetland destruction, conservation efforts to protect or restore natural land cover, and global impacts
 - Roles of women in agricultural production and farming communities
4. Issues in contemporary commercial agriculture
 - Biotechnology, including genetically modified organisms (GMO)
 - Spatial organization of industrial agriculture, including the transition in land use to large-scale commercial farming and factors affecting the location of processing facilities
 - Environmental issues: soil degradation, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use
 - Organic farming, crop rotation, value-added specialty foods, regional appellations, fair trade, and eat-local-food movements
 - Global food distribution, malnutrition, and famine

*Current Event Connections

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Learning Objectives

Students will be able to...

- Explain the evolution of agricultural practices from their first use until today using the following terms:
 1. Neolithic Revolution
 2. Second Agricultural Revolution
 3. Green Revolution and biotechnology
- Identify the predominant agricultural practices associated with various regions of the world
- Connect the following concepts with specific agricultural regions:
 1. Climate
 2. Terrain
 3. Culture
 4. Relationship to World Markets
- Compare and contrast agriculture in developing and developed countries
- Analyze the impact of agriculture on the cultural landscape, including the development of agribusiness
- Evaluate the role of agribusiness in the world economy
- Describe and evaluate the accuracy of the von Thünen model in explaining the agricultural landscape
- Hypothesize how the roles of women in agricultural production and farming communities impact their level of empowerment
- Design and create an infographic that presents the distribution and impact of agriculture on the world
- Analyze current issues in agriculture and evaluate their economic, social, political, and environmental impact on the world
- Create written work that reflects an understanding of agricultural geography

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Assured Learning Experiences

Differentiated Instruction / Instructional Strategies:

- PowerPoint lecture with note-taking
- Flexible grouping
- Examination of exemplary student work
- Teacher modeling
- Student self-assessment
- Close reading of scholarly text with annotations
- Map work: Central America and South America
- FRQ Practice: Coffee Production
- Guided research with academic online databases
- Agriculture Infographic
- *Food Inc.* Application
- Geographer Roundtable: Issues in Contemporary Agriculture (Accountable Talk)
- One Pager Writing Activity
- PING Research (student choice): Impact of Agriculture
- Geo GIST
- Graphic organizers/outline
- Student restating information
- Rephrasing information for students
- Videos/YouTube

Interdisciplinary Connections:

- Map work (Science)
- Climatic Zones and Agriculture (Science)
- Scholarly reading and research (ELA)
- Source evaluation (ELA)

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Assessments

FORMATIVE ASSESSMENTS:

- Chapter Reading Guide (Chapter 10)
- “The Worst Mistake in Human History” Reading Reflection
- Oral Questioning
- *Food Inc.* Application
- Project: Agriculture Infographic
 - Rubric 6: Technology – Student uses technology responsibly to create, research, synthesize, and communicate information fluently.
- Self-Assessment: Agriculture Infographic (Rubric 6)
- Geographer Roundtable: Issues in Contemporary Agriculture
 - Rubric 2: Accountable Talk – Student speaks effectively with a variety of audiences in an accountable manner
- Self-Assessment: Issues in Contemporary Agriculture (Rubric 2)
- PING Research (student choice): Impact of Agriculture
- Geo Gist

SUMMATIVE ASSESSMENTS:

- Quiz: Agricultural Geography (Chapter 10)
- Agriculture Infographic
- Unit Test (Multiple Choice and Essay)

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Unit Task

Unit Task Name: Agriculture Infographic

Description: Given a choice of potential topics, students will research and create an infographic reflecting the distribution and impact of agriculture (EU 1, EU 2, EU 3). The infographic should showcase extensive research and should present information in a clear and concise format. These infographics will be shared with the class. Potential topics include:

- Distribution of Agriculture in the United States: Major Crops and Animals
- The Fair Trade Movement
- Food Deserts in the United States: How Access Shapes Health
- Urban Farming: Distribution and Impact on the Population
- Globalization of Agriculture Case Study (select a product, such as coffee or chocolate, and trace its production from seed to grocery shelf)

Building from their field study work in Unit 3 (EU 1), students will further collect research on a topic in geography and present these findings utilizing technology.

Evaluation: MSMHS Technology Rubric (Rubric 6)

Unit Resources

- Textbook (*The Cultural Landscape: An Introduction to Human Geography AP Edition*)
- Case Studies / Lab Manual (*Human Geography in Action*)
- Supplementary Readings
- MSMHS School-wide Rubrics
- Video Clips (*Food Inc.*, *King Corn*, *TED Talks*, *Grocery Store Wars*, *The Meatrix*)
- Laptops
- Internet