

Agriculture and Rural Land Use

Unit 5 Schedule

Chapter 10/**Agriculture**

✓ Chapter Intro & Key Issue 1	Tue., 1/27
✓ Key Issue 2	Thu., 1/29
Key Issue 3 “Agriculture in Developing Regions” (BN)	Mon., 2/2
Key Issue 3 “Agriculture in Developed Regions” (BN).....	Tue., 2/3
Key Issue 4 “Challenges for ... & ...” (BN)	Thu., 2/5
Key Issue 4 “Strategies ...” and “Sustainable ...” (BN)	Fri., 2/6
Changing Scale of American Agriculture.....	Tue., 2/10
Chapter 10 Quiz	Thu., 2/12

Lecture notes & **Unit Test** **Fri., 2/20**

Extra Credit

Book Notes Various

Lecture images are available at:

- Your Profile Desktop
- Student Roster Tools
- KA HancockSD #
- Resources
- <Unit 5 Images>

Unit V: Agriculture and Rural Land Use – Learning Targets

① By end of this unit, I will acquire the knowledge, skills, and understanding identified in the College Board’s *AP Human Geography Course Description*

A. Development and diffusion of agriculture

1. Neolithic Agricultural Revolution
2. Second Agricultural Revolution
3. Green Revolution
4. Large-scale commercial agriculture and agribusiness

B. Major agricultural production regions

1. Agricultural systems associated with major bioclimatic zones
2. Variations within major zones and effects of markets
3. Interdependence among regions of food production and consumption

C. Rural land use and settlement patterns

1. Models of agricultural land use, including von Thünen’s model
2. Settlement patterns associated with major agriculture types: subsistence, cash cropping, plantation, mixed farming, monoculture, pastoralism, ranching, forestry, fishing and aquaculture
3. Land use/land cover change: irrigation, desertification, deforestation, wetland destruction, conservation efforts to protect or restore natural land cover, and global impacts
4. Roles of women in agricultural production and farming communities

D. Issues in contemporary commercial agriculture

1. Biotechnology, including genetically modified organisms (GMO)
2. Spatial organization of industrial agriculture, including the transition in land use to large-scale commercial farming and factors affecting the location of processing facilities
3. Environmental issues: soil degradation, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use
4. Organic farming, crop rotation, value-added specialty foods, regional appellations, fair trade, and eat-local-food movements
5. Global food distribution, malnutrition, and famine

How to Write a Superior FRQ

1. **Read** the prompt

- Identify each section’s **action words**. They dictate the depth and length of each section’s answer.
 - “Identify,” “list,” “name,” - can earn full credit without a complete sentence. Level 1.
 - “Define” - provide the geographic meaning. (Include 2 characteristics, 3 is better.) Level 1.
 - “Describe” - paint a word picture. Levels 1 & 2 (if a pattern exists.)
 - “Discuss” – more detailed than describe and from multiple perspectives. Levels 1, 2, & (maybe) 4
 - “Explain” - make clear and understandable the cause(s) or reason(s) for. Connect some combination of: ① process, ② specific example, and ③ commentary (causes, consequences, and/or connections). Focus on level 3.
- **Predict** each section’s point value.

2. **Plan** your answer

- List concepts, theories, model and **vocabulary** associated with the prompt.
- Outline or diagram your answer. Label sections with the prompt’s numbering system. Ensure you have answered all sections of the prompt and that your answers are appropriate for that section’s action words.
- Ensure examples are correct (type, number, time period, &/or location).

3. **Write**. Label sections with the prompt’s numbering system; skip a line between them.

4. **Proofread** your answer and compare it to your prewrite.