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| **Cornell Notes** | **Topic/Objective: Ch 12: Agriculture: Human-Environment Interaction** | | **Name:** |
|  | | **Class/Period:** |
|  | | **Date:** |
| **Essential Question: 12.1: Agriculture and the Environment** | | | |
|  | | | |
| **Questions:** | | **Introduction to Agriculture:** | |
|  | | Define Agriculture | |
|  | |  | |
|  | |  | |
|  | | Why is Agriculture more than growing food or raising animals? | |
|  | |  | |
|  | |  | |
|  | | Environmental Factors | |
|  | |  | |
|  | | The 4 factors that effect agriculture | |
|  | |  | |
|  | | Climate. What is climate? Why is it important to agriculture? | |
|  | |  | |
|  | |  | |
|  | | Climate includes | |
|  | |  | |
|  | |  | |
|  | | How does closeness or distance from the equator affect growing seasons | |
|  | |  | |
|  | |  | |
|  | | Elevation: draw the altitude zones and what happens at each | |
|  | |  | |
|  | |  | |
|  | |  | |
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| **Questions:** | **Climate** |
|  |  |
|  |  |
|  | Climate and sun closest to equator(tropical) |
|  |  |
|  |  |
|  | Dry |
|  |  |
|  |  |
|  | Temperate |
|  |  |
|  |  |
|  | Tropical climate |
|  |  |
|  |  |
|  | Dry |
|  |  |
|  |  |
|  | Temperate |
|  |  |
|  |  |
|  |  |
|  | **Mediterranean climate and Mediterranean agriculture** |
|  |  |
|  |  |
|  | Continental climates |
|  |  |
|  |  |
|  | Polar |
|  |  |
|  |  |

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| **Questions:** | **12.2 Agricultural Practices** |
|  | Subsistence Agriculture |
|  |  |
|  |  |
|  |  |
|  |  |
|  | Commercial Agriculture |
|  |  |
|  |  |
|  | Bid-rent theory |
|  |  |
|  |  |
|  | Where land value is high, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
|  |  |
|  | Where land value is low, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
|  |  |
|  | Study the bid-rent theory model: how is land used closest and furthest from the market. Why? |
|  |  |
|  |  |
|  | Rural Survey Methods |
|  | Describe the metes and bounds |
|  |  |
|  |  |
|  | Describe the long-lot survey system (see the image pg 313) |
|  |  |
|  |  |
|  | Describe the township and range system (see the image pg 313) |
|  |  |
|  |  |
|  |  |

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| **Questions:** | Intensive Agriculture |
|  |  |
|  | Intensive means |
|  |  |
|  | What are the inputs? |
|  |  |
|  | Why is the image on pg 314 intensive? |
|  |  |
|  |  |
|  |  |
|  | Intensive Subsistence Agriculture |
|  |  |
|  |  |
|  | Usually human or machine labor? |
|  |  |
|  | Type of fertilizer |
|  |  |
|  | What is happening in South, East and Southeast Asia |
|  |  |
|  |  |
|  | How are Indian farmers modifying the environment to grow rice |
|  |  |
|  |  |
|  |  |
|  | Intensive Commercial Agriculture |
|  |  |
|  |  |
|  | Machine or human labor? |
|  |  |
|  | Fertilizer used? |
|  |  |

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| **Cornell Notes** | **Topic/Objective: Ch.12** | | **Name:** |
|  | | **Class/Period:** |
|  | | **Date:** |
| **Essential Question:** | | | |
|  | | | |
| **Questions:** | | Where? | |
|  | |  | |
|  | |  | |
|  | | \*\*\*\*\*Types of farming that are intensive commercial agriculture: list them | |
|  | |  | |
|  | |  | |
|  | |  | |
|  | | Rural settlement patterns (for all 3 types, see the images on pg 315). Include the | |
|  | | advantages and disadvantages for each type | |
|  | | Clustered settlement | |
|  | |  | |
|  | |  | |
|  | | Dispersed settlement | |
|  | |  | |
|  | |  | |
|  | | Linear settlement | |
|  | |  | |
|  | |  | |
|  | | Monocropping | |
|  | |  | |
|  | |  | |
|  | |  | |
|  | | Monoculture | |
|  | |  | |
|  | | Advantages of monocropping | |
|  | |  | |
|  | |  | |

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| **Questions:** | Disadvantage of monocropping |
|  |  |
|  |  |
|  | Value of crop rotation |
|  |  |
|  |  |
|  | Monoculture increases yields, but develops what potential problems |
|  |  |
|  |  |
|  | **Plantation Agriculture** |
|  |  |
|  | Where |
|  |  |
|  | Crops |
|  |  |
|  | Tie to colonialism |
|  |  |
|  | Core, periphery, or semi-periphery countries |
|  |  |
|  |  |
|  | Often specialty or cash crops |
|  |  |
|  |  |
|  | Often owned by? |
|  |  |
|  | Intensive how? |
|  |  |
|  |  |
|  | Market gardening |
|  |  |
|  | How does perishability play a role? |
|  |  |

|  |  |
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| **Questions:** | **Market gardening** |
|  |  |
|  | Driven by? |
|  | Where? |
|  |  |
|  | Invest in what? |
|  |  |
|  | Sell to |
|  |  |
|  |  |
|  | Yields |
|  |  |
|  |  |
|  | What is truck farming? |
|  |  |
|  |  |
|  | **Mediterranean agriculture** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  | **Mixed crop and livestock** |
|  |  |
|  |  |
|  | On-farm mixed farming |
|  |  |
|  |  |
|  | Between-farm mixed farming |
|  |  |
|  |  |

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| **Questions:** | **Extensive agriculture** |
|  |  |
|  | Inputs, labor, and capital. How is it different than subsistence? |
|  |  |
|  |  |
|  |  |
|  | Where? Be specific regarding periphery, semi-periphery, and core? |
|  |  |
|  |  |
|  |  |
|  | **Extensive Subsistence Agriculture** |
|  |  |
|  | **Shifting cultivation** |
|  |  |
|  |  |
|  |  |
|  |  |
|  | **Slash and burn (a type of shifting cultivation)** |
|  |  |
|  |  |
|  | Why is the slash burned? |
|  |  |
|  |  |
|  |  |
|  | Why is slash and burn considered unsustainable? Explain the reasons. |
|  |  |
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| **Questions:** | **Nomadic Herding** |
|  |  |
|  |  |
|  |  |
|  | Transhumance |
|  |  |
|  |  |
|  | Who are the Kohistani people and what do they do? |
|  |  |
|  |  |
|  |  |
|  | **Extensive Commercial Agriculture** |
|  |  |
|  | **Ranching** |
|  |  |
|  | Labor |
|  |  |
|  | Cost of land |
|  |  |
|  | Amount of land needed |
|  |  |
|  |  |
|  |  |
|  | Compare Extensive Commercial Ranching to Intensive Commercial Concentrated Animal Feeding Operations (CAFOs) |
|  |  |
|  |  |
|  |  |
|  | Comparing Intensive and Extensive Agriculture |
|  | List the factors that a society’s agricultural practices depend on. |
|  |  |
|  |  |

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| **Questions:** | Why is Kenya a mix of intensive and subsistence? |
|  |  |
|  |  |
|  |  |
|  | \*\*\*\*You should study the agricultural regions of the world and have an understanding of what type of agriculture is being practiced where in the world\*\*\*\*\* From your reading so far, you should also start to have an understanding of why those types of agriculture are practiced there. |
|  |  |
|  | **12.3 Agricultural Origins and Diffusions** |
|  | Why is pizza an inter-continental food? |
|  |  |
|  |  |
|  |  |
|  | Agricultural Hearths |
|  |  |
|  |  |
|  | Domestication |
|  |  |
|  |  |
|  | From Foraging to Farming |
|  |  |
|  | Explain foraging |
|  |  |
|  |  |
|  |  |
|  | What happened about 11,000 years ago? Why is it the beginning of farming? |
|  |  |
|  |  |
|  | What type of conditions existed? |
|  |  |
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| **Questions:** | Ancient Hearths |
|  | Agricultural hearth |
|  |  |
|  | Why is the Fertile Crescent significant? Where is it? |
|  |  |
|  |  |
|  |  |
|  | What did they grow and domesticate? |
|  |  |
|  |  |
|  | Southeast Asia (what did they grow and domesticate?) |
|  |  |
|  |  |
|  | Ancient North Central China (what did they grow and domesticate?) |
|  |  |
|  |  |
|  | South Asia (what did they grow and domesticate?) |
|  |  |
|  |  |
|  | Central America (what did they grow and domesticate?) |
|  |  |
|  |  |
|  |  |
|  | Andean Highlands (what did they grow and domesticate?) |
|  |  |
|  |  |
|  | East Africa (what did they grow and domesticate?) |
|  |  |
|  | West Africa (what did they grow and domesticate?) |
|  |  |
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| **Cornell Notes** | **Topic/Objective: Ch 12** | | **Name:** |
|  | | **Class/Period:** |
|  | | **Date:** |
| **Essential Question:** | | | |
|  | | | |
| **Questions:** | | Shared characteristics of the hearths | |
|  | |  | |
|  | |  | |
|  | | Irrigation | |
|  | |  | |
|  | |  | |
|  | | Cooperation and population growth | |
|  | |  | |
|  | |  | |
|  | |  | |
|  | | \*\*\*\*Make sure you study and are familiar with the Agricultural hearths and the crops/animals that go to each hearth from the maps on pg 326-27 | |
|  | |  | |
|  | | The Diffusion of Agriculture | |
|  | |  | |
|  | | How is agriculture mobile? What does that mean? | |
|  | |  | |
|  | |  | |
|  | | First Global Diffusions | |
|  | |  | |
|  | | What type of diffusion enabled agriculture to initially diffuse? | |
|  | |  | |
|  | |  | |
|  | |  | |
|  | | Stimulus diffusion | |
|  | |  | |
|  | |  | |
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| **Questions:** | Give a couple examples of a crop moving from it’s hearth to someplace else |
|  |  |
|  |  |
|  |  |
|  | The Columbian Exchange |
|  |  |
|  |  |
|  | Impact on Indigenous Peoples of the Americas |
|  |  |
|  |  |
|  |  |
|  | Impact of maize and potatoes in Europe and Africa |
|  |  |
|  |  |
|  |  |
|  | Diffusion in Modern Times |
|  |  |
|  |  |
|  | Why is kiwi fruit an example of modern diffusion of agriculture? |
|  |  |
|  |  |
|  |  |
|  | **12.4 Advances in Agriculture** |
|  |  |
|  | **The First Agricultural Revolution** |
|  |  |
|  | Staple crops of the First Revolution still important today |
|  |  |
|  | Staple animal domestications |
|  |  |
|  | Types of tools used |

|  |  |
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| **Questions:** | Societal Changes from the First Revolution |
|  |  |
|  | Sedentary |
|  |  |
|  | What happened to food variety? Why? |
|  |  |
|  |  |
|  | Why were domesticated animals and the basic plow important? |
|  |  |
|  | Generated more or less food? How did this affect population numbers? |
|  |  |
|  |  |
|  | Development of Specialized Labor. Explain. |
|  |  |
|  |  |
|  | New Social Classes. Explain. |
|  |  |
|  |  |
|  |  |
|  | **The Second Agricultural Revolution** |
|  | When and where did it start? |
|  | What was different? |
|  |  |
|  |  |
|  | The revolution saw dramatic improvements in …. |
|  |  |
|  |  |
|  |  |
|  | Enclosure System |
|  |  |
|  | Positives of the Enclosure System |
|  | Negatives of the Enclosure System |

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| **Questions:** | What major event did the Second Agricultural Revolution coincide with? |
|  |  |
|  | Discuss the new tools being used |
|  |  |
|  |  |
|  |  |
|  | Explain the Norfolk Four-Field System and why it was so valuable? |
|  |  |
|  |  |
|  |  |
|  | What happened to population size, amount of food, diet, and life expectancy? |
|  |  |
|  |  |
|  |  |
|  | **The Third Agricultural Revolution** |
|  | When |
|  |  |
|  | Role of science and technology |
|  |  |
|  |  |
|  | Where |
|  |  |
|  |  |
|  | Impact of Genetically Modified Organisms (GMOs) |
|  |  |
|  |  |
|  |  |
|  | Productivity through Technology |
|  |  |
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| **Cornell Notes** | **Topic/Objective: Ch. 12** | | **Name:** |
|  | | **Class/Period:** |
|  | | **Date:** |
| **Essential Question:** | | | |
|  | | | |
| **Questions:** | | **The Green Revolution** | |
|  | | What did scientists do? | |
|  | |  | |
|  | |  | |
|  | | Where were the new crop strains introduced? Why there? | |
|  | |  | |
|  | |  | |
|  | |  | |
|  | | **Impact and Response** | |
|  | | Positive | |
|  | |  | |
|  | |  | |
|  | | Negative | |
|  | |  | |
|  | |  | |
|  | |  | |
|  | | Environmental Impacts | |
|  | |  | |
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| **Questions:** | **Women and Africa’s Green Revolution** |
|  | Challenges the women face in Sub-Saharan Africa |
|  |  |
|  |  |
|  |  |
|  |  |
|  | Response |
|  |  |
|  |  |
|  |  |
|  | What are the benefits of empowering women farmers in Africa? |
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