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How do people in the developing world produce food?

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Food Production in Less Developed Regions of Asia

Lesson Title: How do people in the developing world produce food?

Grade Level: 6-8

Purpose/Overview:
Students often do not know about the tools and technologies used to produce food, they think its just made in a factory and shipped to a grocery store. This lesson will introduce the students to agriculture in less developed countries. Students will learn how people in various parts of Asia (and the world) modify the natural environment to meet food needs.

National Geography Standards from *Geography for Life*
Essential Element: Environment & Society
Standard 15: How physical systems affect human systems
By Grade 8: Adaptation to the environment

3. People use tools and technologies in adapting to the physical environment.

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
Grade 7	
5.2 Evaluate the effects of human modification of and adaptation to the natural environment including the **A.** Deforestation of Indonesia's rainforests **D.** Use of terrace farming and double cropping as solutions to food needs of East Asia.	**7.4.4** Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.

Geographic Themes:
Human-Environmental Interaction

Objectives:

1. Students will be understand the different types of subsistence agriculture and how humans modify the environment to meet their food needs.
2. Students will be able to identify the four main types of agriculture found in less developed regions;
3. Students will be able to define basic vocabulary terms related to agriculture,
4. Students will be able to identify subsistence versus commercial agriculture.
5. Students will use ThingLink to create a multi-media presentation.

Materials: world atlases, world desk maps, computer/LCD projector, alternate materials: butcher paper and markers

Time Frame: 1-3 days

Procedures:

1. For homework, ask students to make a 10-15 list of food items (either fresh or processed) at home. Encourage students to look at produce, perishable items such as milk and meat in addition to boxed items such as cereal or pasta. Students need to list the name of the food item (i.e., rice, bananas, apples) and the name of the country the food was produced.

Preview: Day 1

2. In class the next day, have students use a world desk map to identify the location of the food items on their list. With 2-3 other students sitting near them, have them compare lists and locations.
3. The teacher should lead a discussion with the students about where students think their food comes from and how that food is produced. Ask students if they think food is produced using the same methods all over the world.

Activity: Days 1-2

1. Teachers tell students that they are going to now learn more about agriculture and food production in less developed regions of Asia. Then students will use ThinkLink to create an interactive image on one type of subsistence agriculture.
2. Teachers use the PowerPoint "Subsistence Agriculture" to introduce students to basics of agriculture, particularly subsistence agriculture. Have students record answers to the questions in the PowerPoint on a separate sheet of paper. After giving students a few minutes to answer, discuss answers with the whole class.
3. Divide class into pairs or groups of three, and then assign each group a type of subsistence agriculture (shifting cultivation, pastoralism, intensive subsistence, or plantation)
4. Students will use computers to research the type of subsistence agriculture they were assigned. Identifying characteristics, examples, and environmental effects of the type of agriculture they are researching.
5. Students will use the computers to create a ThingLink interactive image. Students should include 5-7 informational links in the image that describe the characteristics, location, and environmental effects for the assigned type of agriculture. Students should weigh the benefits provided by agriculture products against the environmental impacts.

DAY 3: Students present their ThingLink images to class, students should use relevant academic vocabulary and provide an evaluation of the impact the agricultural type

Assessment Options:
Student assessment is the final ThingLink interactive image and presentation to class, a combination of application and performance. See below for scoring guidelines.

A. Completion of Task 1 (in PowerPoint)
B. Completed research of assigned agricultural type for Task 2 (in PowerPoint)
C. Completed ThingLink interactive image for Task 3 (in PowerPoint)

- Selection of an appropriate photograph accurately reflection agricultural type
- 5-7 information links about agricultural type
- Accurate characteristics and location of assigned agricultural type
- Oral Presentation (all members participate, use of clear speaking voice, prepared and smooth delivery, body language)
- Includes appropriate academic vocabulary on subsistence agriculture
- Written evaluation of effect of agriculture type on environment

Resources:
www.thinglink.com

Extension and Enrichment/Simplification:
The lesson could be adapted by providing more information to special needs students (see slides 16-19). The number of informational links could also be reduced to accommodate student needs. Modification for higher/lower grades would include requiring greater, or less, use of academic vocabulary. Gifted students may complete the assignment in less time and could either assist other students or present earlier.