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Geographic Education

APHG Bell Ringers

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Unit V: Agriculture, Food Production, and Rural Land Use

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*Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry.

Question #1: Which one of the following maps and its associated aggregation of data represents the most serious issue related to food consumption in the United States? There are 40 maps so the teacher might want to cull the number of maps down for their own purposes in their individual classroom.

<http://www.vox.com/a/explain-food-america> 40 maps that explain food in America. From 2014.

Question #2 OR 3: Which crops are grown in which regions of the United States?

Use the most up to date, January 2019 Production, Exports and Imports maps from a global scale by going to the following web sites to show students in class. You can also use these maps as part of potential quiz and exam questions. Just make sure you crop off the titles ☺

<http://www.pecad.fas.usda.gov/ogamaps/Default.aspx?cmdtv=Corn&attribute=Production>

For more specific U.S. maps (2018 AG census is the most current) by commodity please use the following website from the National Agricultural Statistics Service at <https://www.nass.usda.gov/>

Make sure to click on the county map option for detailed crop maps.

Question #3 OR 2: As a follow up to question #2 or the teacher can have their students do this activity first. Do you know where your food comes from? Great matching activity to use as a discussion starter!

<http://www.washingtonpost.com/blogs/wonkblog/wp/2015/01/30/quiz-can-you-name-a-food-just-by-looking-at-where-it-comes-from/>

Question #4: *Based on student analysis of the maps shown on this website; have GMO foods taken over agriculture in the United States? <http://www.vox.com/2014/8/12/5995087/genetically-modified-crops-rise-charts>

***Click on the new data link (September 2019) in the first line of the article to retrieve the “real” data used for analysis. If your students are literate in using GIS, the data is compiled in a csv, comma delimited excel file format and your students can create their own ARCGIS maps sorted by state, etc. It’s pretty cool ☺ If you’re interested contact Ken and he can give you some basic instructions and lead you in the right direction ☺**

Global GMO cultivation as of year-end 2017. Excellent article, maps and associated links @ <https://gmoanswers.com/gmos-globally>

Question #5: Related to question #3 on the 2014 AP Human Geography exam @ https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap14_frq_Human_Geography.pdf

2014 AP®

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3. Agricultural systems, such as the production of coffee, are part of a global network.

*A. Describe a common characteristic shared by the coffee producing countries shown on the *map. *A map of coffee producing countries @*

http://images.treccani.it/enc/media/share/images/orig//system/galleries/Dizionario_di_Economia_e_Finanza/mappa_fig_voll_006440_001.jpg

B. Explain two impacts of coffee farming on producing countries.

C. Identify and explain one way increased coffee consumption outside of coffee growing areas affects its production.

D. Explain one change in the urban landscape in the developed world associated with coffee consumption.

Has coffee and the associated consumption of caffeine products taken over the lives of Americans?

Coffee is the second largest traded commodity in the world behind oil. Have your students track coffee production and associated consumption patterns around the world. Production trail of coffee video @ <https://www.youtube.com/watch?v=GAfd9Q5ACFc>

You can have your student’s map where the largest coffee producers and consumers are located. To go along with this, you can have students read the article from 2014 (still very relevant) and watch the associated video from the following website from the BBC on how Vietnam has become the second largest coffee producing country in the world.

<http://www.bbc.co.uk/news/magazine-25811724>

As an extension have a class discussion on Fair Trade. What is it? Why is Fair Trade beneficial for small farmers in less developed and developing countries? Relate to Core-Periphery model. The interaction between developed and less developed economies. Can also relate to sustainability.

The following short infographic video @ <https://www.youtube.com/watch?v=pXDQVkwDzV0> and associated longer video are excellent segments which will help your focusing on Hugh Jackman and his work as “A Superhero for Fair Trade Coffee Growers” in a trailer for the film Dukale’s Dream (2015) – VERY COOL and great APHG connection @ <https://www.youtube.com/watch?v=uGIHbQV61Uc> approx. 6:00.