Day 3: Agriculture (Interaction between humans and environment)

**OACS**

**Standard**: 6th Grade Social Studies

**Strand**: History

**Topic**: Early Civilizations

**Content** **Statement**: 2 – Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Standard**: 6th Grade Social Studies

**Strand**: Geography

**Topic**: Human Systems

**Content** **Statement**: 6 – Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. **Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Integration of Knowledge and Ideas

**Content** **Statement**: 6-8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.

**Standard**: 6-8th Grade English Language Arts (Common Core)

**Strand**: History/Social Studies

**Topic**: Craft and Structure

**Content** **Statement**: 6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Objectives**

Students will be able to explain how the Yellow River was used to help the Huang Ho civilization thrive.

Students will be able to describe ways that the Huang Ho river civilization used agricultural techniques.

Students will be able to show how humans harnessed the power of nature and how nature affected humans in the Huang Ho river civilization.

**Intro**

Students will start class using their learning logs. On the right side they will divide the page in half. On the top half they should label it “Agriculture Brainstorm” and work independently to define agriculture, list ways that farmers practice agriculture, and list crops they might find in China. Then, have students work in pairs to add, change, or elaborate their lists. As a class, continue the discussion. Explain that you will be doing a mini-lesson on agriculture and that they will be taking their own notes in the bottom half of the page they just finished.

**Lesson Activities**

The mini-lesson will help students get some basic background knowledge on agriculture in ancient China. Show students images of types of crops, different types of agriculture practices, and images of the Yellow River flooded and not flooded. Have students discuss the images and think about what they know and what they are curious about. They can take notes (images, words, their own definitions, etc.).

After they finish, they should have either computer access or printed copies of website texts to work on researching agriculture and agricultural practices. They can use their notes to help them with their research or they can choose to expand and search for more. They can then work in a group to figure out how to represent their findings in their final project.

**Closure**

On the left side of their learning log, students should represent some key ideas of agriculture in China through drawings, personal definitions, a letter from a farmer, or anything else that helps them construct their own understanding. This will be an informal assessment and can be monitored while they work or assessed quickly after they finish.

**Annotated Bibliography**

**Ancient Chinese food history. (n.d.). *Taiwanese-secrets.com*. Retrieved on July 31, 2013 from:** [**http://www.taiwanese-secrets.com/ancient-chinese-food.html**](http://www.taiwanese-secrets.com/ancient-chinese-food.html)

Crops and different farming techniques are described. Additionally, regions are mentioned regarding different crops and geographic issues.

**Chinese agriculture. (n.d.). *ChinaCulture.org*. Retrieved on July 31, 2013 from:** [**http://www1.chinaculture.org/created/2005-04/30/content\_68349\_2.htm**](http://www1.chinaculture.org/created/2005-04/30/content_68349_2.htm)

This site is a little more advanced in reading level and goes through the history of agricultural practices during different dynasties.

**Chinese farming. (n.d.). *historylink101.com*. Retrieved on July 31, 2013 from:** [**http://www.historylink101.com/lessons/farm-city/china1.htm**](http://www.historylink101.com/lessons/farm-city/china1.htm)**.**

This site explains the loess silt and how that impacted farming as well as the flooding. It also goes into some crops and how they fertilized crops.

**Labbe, M. (n.d.). Ancient Chinese Farming Techniques. Retrieved July 31, 2013 from:** [**http://library.thinkquest.org/C005446/text\_version/English/china.html**](http://library.thinkquest.org/C005446/text_version/English/china.html)

This site explains some basic innovations for agriculture in China. It also touches on the importance of understanding that much of China’s land isn’t suitable for farming, which might help students make a geography connection. Techniques like row crop farming and irrigation are discussed as well as tools used.