

Learning and Teaching Resource Package Related to the Geography of China

Topic 3 Agriculture and Food Supply (Teaching Plan)

Target students: Junior secondary geography
Theme: Distribution of Agricultural Regions
<p>Prior knowledge:</p> <ul style="list-style-type: none"> • Basic understanding of our country's three-step ladder-like topography. • Basic understanding of isohyet and isotherm.
<p>Objectives:</p> <p>a. Knowledge:</p> <ul style="list-style-type: none"> • To understand the distribution of agricultural regions in our country. • To explain the factors affecting the distribution of agricultural regions in our country. <p>b. Skills:</p> <ul style="list-style-type: none"> • Map reading skills: By extracting key information, acquire a general approach to recognising different kinds of geographical lines. • Collaboration skills: By working in small groups, cooperation and enquiry skills are enhanced and the ability to synthesise and analyse problems is promoted. <p>c. Values and attitude:</p> <ul style="list-style-type: none"> • Show interest in knowing more about the farming types in our country. • Appreciate the efforts the Chinese government made in addressing food issues.
<p>Video clips used:</p> <p>(1) Topic 3 Agriculture and Food Supply Video (Junior)</p>

Topic 3 Agriculture and Food Supply: Distribution of Agricultural Regions (Junior secondary geography)

Learning and Teaching activity	Lesson flow	Time	Mode of interaction	Questions to be asked	Teaching materials
Pre-lesson task	Teacher asks students to work on the pre-lesson task. Students read Knowledge Box 3.1 and label the locations of the four main agricultural regions on the map.	before the lesson	Pre-lesson task	<ul style="list-style-type: none"> Where are the correct locations of the four major agricultural regions? 	Worksheets, Knowledge Box 3.1, figure 3.1
Lesson 1: Arable farming areas in our country					
Student's presentation of the pre-lesson task	<p>Teacher invites students to match the pictures of farming activities with the four main agricultural regions. Students work in groups to discuss the differences in farming activities in the four main agricultural regions.</p> <p>Teacher invites some students to present their opinions about the differences in farming activities based on Knowledge Box 3.1 and their discussion. Other students may take notes on the lesson worksheet to understand the differences in the farming activities of our country.</p>	15 min	Sharing/ Student's presentation, Discussion	<ul style="list-style-type: none"> What are the differences in the farming activities of the four main agricultural regions? 	Worksheets, pictures A-D
Development 1: Arable farming areas in our	Teacher plays the video clip Topic 3 Agriculture and Food Supply Video (Junior) . After watching the video, teacher invites some students to answer	20 min	Discussion, Student's sharing	<ul style="list-style-type: none"> Where is the dividing line between the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Region? 	Worksheets, Knowledge Box 3.2, videos,

country	<p>questions about arable farming areas in the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Region.</p> <p>Teacher guides students to observe the dividing line between the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Region, and its relationship with several natural geographical lines, including three-step ladder-like topography lines, the annual isohyet, and the January isotherm.</p>			<ul style="list-style-type: none"> • On which levels of our country's three-step ladder-like topography are the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Region located? • Which isohyet closely aligns with the dividing line between the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Region? • Which January isotherm closely aligns with the dividing line between the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Region? • What are the distinct characteristics of the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Regions? 	Figures 3.3 & 3.4, Table 3.1
Conclusion	Teacher concludes that the factors affecting the characteristics of the Northern Dryland Agricultural Region and the Southern Paddy Agricultural Region.	5 min	Teacher's presentation		
Lesson 2: Pastoral farming areas in our country					
Introduction	Teacher recaps students on the distribution of the four major agricultural regions in our country. Ask students whether they know any famous agricultural products from the western part of our country. Then teacher	5 min	Teacher's presentation, Discussion		

	introduces the focus of this lesson, which is to look at farming in the western part of our country.				
Development 2: Pastoral farming areas in our country	Teacher invites students to read Knowledge Box 3.3 and discuss the distribution of pastoral farming areas in our country. Teacher guides students to observe the dividing line between the Northern Dryland Agricultural Region and the Northwestern Arid Agricultural Region, and its relationship with several natural geographical lines, including three-step ladder-like topography lines, the annual isohyet, and the January isotherm.	15 min	Discussion, Student's sharing	<ul style="list-style-type: none"> Where is the dividing line between the Northern Dryland Agricultural Region and the Northwestern Arid Agricultural Region? Which annual isohyet closely aligns with the dividing line between the Northern Dryland Agricultural Region and the Northwestern Arid Agricultural Region? Where is the dividing line between the South Paddy Agricultural Region, the Northwestern Arid Agricultural Region, and the Qinghai-Tibet Plateau Agriculture Region? 	Worksheets, videos, Knowledge Box 3.3
Favourable and limiting factors	Teacher guides students to look at the agriculture distribution in the Northwestern Agricultural Region and the Qinghai-Tibet Plateau region. By relating what they have learnt about the climate and relief of these two regions, ask students to discuss the favourable and limiting factors for agricultural development in these two regions.	15 min	Discussion, Student's sharing	<ul style="list-style-type: none"> What are the favourable and limiting factors of developing agriculture in the Northwestern Agricultural Region and the Qinghai-Tibet Plateau Region? 	Worksheets, Figures 3.5 & 3.6
Conclusion	Recaps the characteristics of agriculture distribution in four main agricultural regions and summarises the factors affecting agriculture distribution in our	5 min	Teacher's presentation		

	country.				
--	----------	--	--	--	--

Post-lesson Task:

Objectives:

- To understand the disproportionality between agricultural output and land area at the provincial level in our country.
- To understand the variety of major crops produced in Henan Province and further discuss the richness of its agricultural landscape.