

Online Learning Packet Week 1

Hello everyone.

I hope everyone is staying safe and healthy. We will try our best to conduct these online sessions as close to our regular class as possible.

Go to the packet and complete each section! Make sure you click on blue links to watch videos!

If you have any questions at all email me rbarnett@pfpcs.org

-Mr. Barnett

Name:

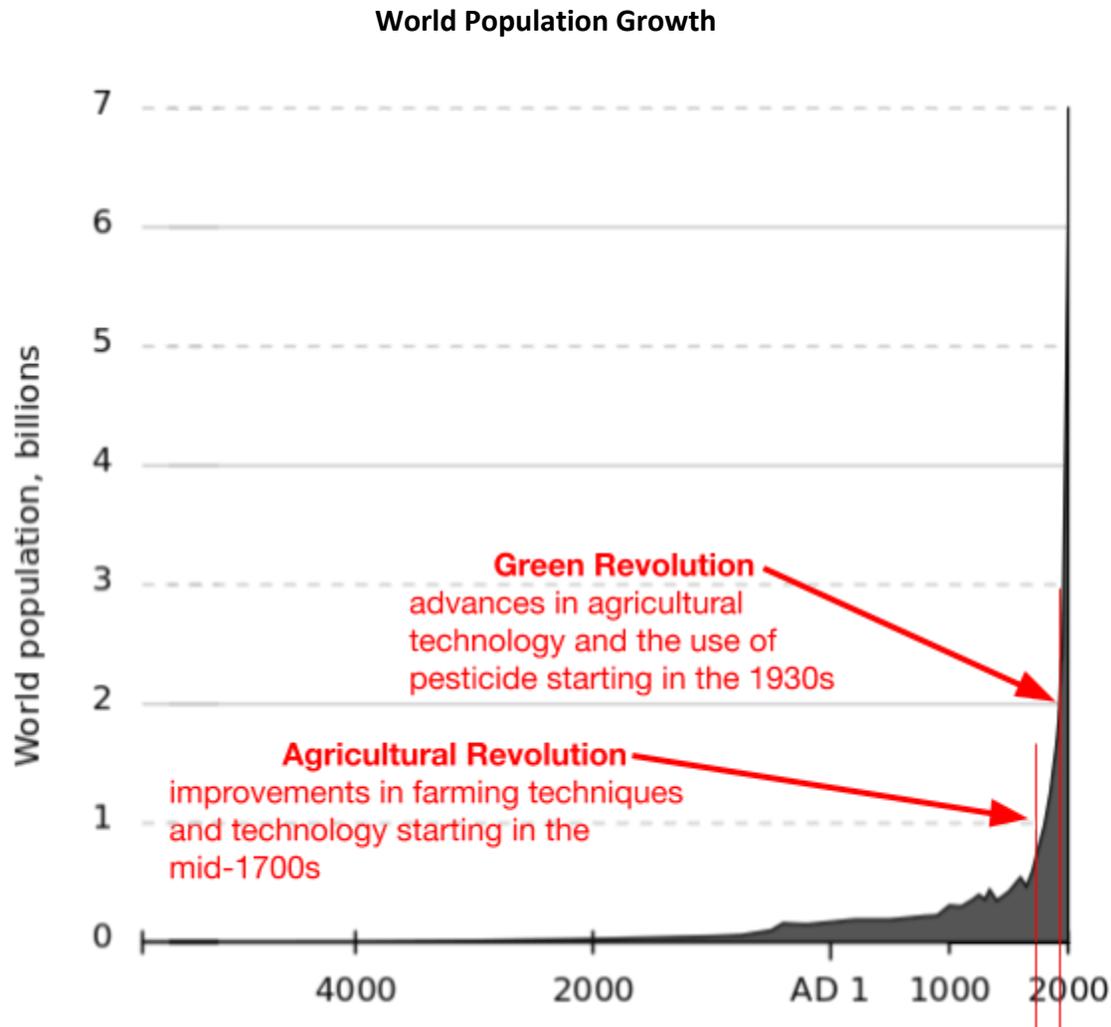
How did the Agricultural Revolution change Great Britain?

Objective:

- **Describe** the changes brought about by the Agricultural Revolution in Great Britain.

Introduction

➡Directions: Examine the graph below and answer the questions to the right.



1. Based on the graph to the left, what was similar about the causes of the increases in world population in the 1750s and 1930s?

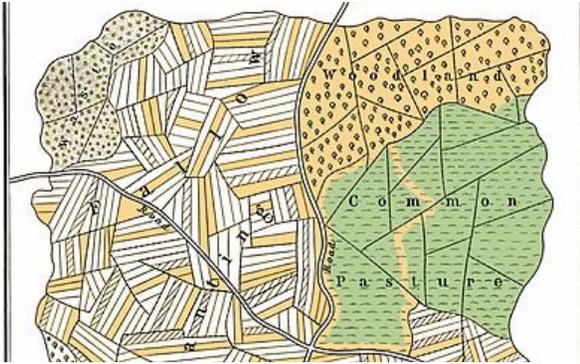
2. Other than an increase in population, identify an effect that a surplus [more of something than someone needs] of food might have on a society.

World human population (est.) 10,000 BC–2000 AD.
[Image is](#) Courtesy of Wikimedia Commons and is in the Public Domain

Innovations of the Agricultural Revolution: Enclosure Movement

BEFORE the Agricultural Revolution

Common Land



A map of a medieval manor. The green sections were “common land” by Author William R. Shepard
[Image is](#) Courtesy of Wikimedia Commons and is in Public Domain

During the Middle Ages and up until the Agricultural Revolution, communities had “**common land**” that was **used by all of the peasants to farm and hunt on.**

INNOVATION

The Enclosure Movement



Fields in the Imperial Valley, Southern California by Spacanut525
[Image is](#) Courtesy of Wikimedia Commons and is Public Domain

Enclosure was the **process of making common land into private land, owned by a farmer.** The land was then fenced in, or enclosed. Sometimes an individual bought the land from a town or the government of the town decided to enclose the common itself.

EFFECTS of the Innovation

Peasants Move to the City

The peasants who once used the common land to farm and graze animals either worked for the farmers who owned the enclosed land or they moved to a nearby urban area and got jobs in factories.

Agricultural Innovation on Private Farms

The new owner of the land was able to farm it however they liked since it was theirs. They often used innovative techniques that made the land more productive than it had been before.

➡**Directions:** Use the information above and the conjunctions in the bank provided to write a sentence that describes a cause and effect relationship related to the Agricultural Revolution.

as a result

for this reason

so

therefore

_ led to _ because

Cause and Effect Sentence 2:

Innovations of the Agricultural Revolution: Seed Drill

BEFORE the Agricultural Revolution

Hand Sowing Seeds

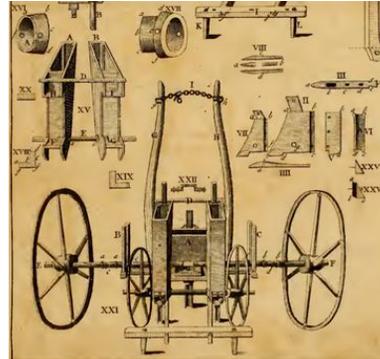


Medieval Farmers plowing a field and sowing seeds by hand.
Labors of the Months: September, from a Flemish Book of Hours
[Image is](#) Courtesy of Wikimedia Commons and is in the Public Domain

Before the Agricultural Revolution, **farmers used a plow to create furrows (ditches)** then scattered seeds into them and covered them back up with dirt. This method was ineffective because birds and other animals could easily eat the seeds and they were planted with little accuracy.

INNOVATION

Jethro Tull's Seed Drill



Components of Jethro Tull's Seed Drill.

[Image is](#) Courtesy of Wikimedia Commons and is in the Public Domain

Jethro Tull invented his horse-drawn **seed drill** in 1701. The machine **drilled holes for three rows of seed at a time** to the correct depth, planted the seeds, and covered them in dirt in one action.

EFFECTS of the Innovation

Higher Agricultural Yields More Food, More Time, Fewer Workers

Tull's seed drill **increased crop yields** [the amount of food grown] five times. In addition, planting with the seed drill was much quicker than hand planting and required fewer workers. As a result, **farmers could plant and grow more crops**. The workers who were no longer needed on the farm had to find work elsewhere, usually in a nearby town or city where factories employed many people.

➡**Directions:** Use the information above and the conjunctions in the bank provided to write a sentence that describes a cause and effect relationship related to the Agricultural Revolution.

as a result

for this reason

so

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Cause and Effect Sentence 3:

Innovations of the Agricultural Revolution: Four Crop Rotation System

BEFORE the Agricultural Revolution

Three Crop Rotation System

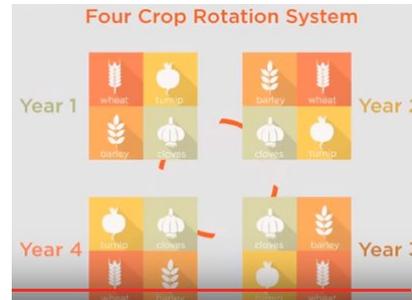


Three Field System used in medieval agriculture [Image](#) by MScharwies and is courtesy of Wikimedia Commons and is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](#) license.

Since the Middle Ages, farmers in Europe used the **three-crop rotation system which involved leaving one field fallow [empty] every year**. This meant that they could not grow as much food and that livestock only had one field to graze on.

INNOVATION

Dutch Four Crop Rotation System



During the Agricultural Revolution, a new method of crop rotation used by the Dutch in the Netherlands was introduced in Great Britain. The Dutch discovered that plants called **legumes** (ie-peas, alfalfa, and beans) and **cover crops** like turnips, could **replenish a field's nutrients just as well as leaving it fallow**.

EFFECTS of the Innovation

More Food and Livestock

As a result of the four-crop rotation system, British farmers could be **more productive**. The turnips replenished the soil with needed nutrients, provided another crop for farmers to eat and sell, and gave their livestock something to live on during the winter.

➡**Directions:** Use the information above and the conjunctions in the bank provided to write a sentence that describes a cause and effect relationship related to the Agricultural Revolution.

as a result

for this reason

so

therefore

_ led to _ because

Cause and Effect Sentence 4:

SQ 1. How did the Agrarian Revolution change Great Britain?



Connect Cause and Effect



Contextualize

Content and Vocabulary Checklist

Use the checklist below to assess the use of important content and vocabulary in the unit.

Self Yes/No	Teacher Yes/No	Did you use the content and vocabulary below in your response?
		productive
		food
		innovation

Task: Describe the effects of the Agricultural Revolution by completing the chart below.

1. Continuity	2. Change	3. Significance of Change	
 Describe how things stayed the same. Some constants in history might be enduring issues.	 1. Describe how things changed.	 Describe how people were and/or have been affected.	 Describe how many people's lives were/ have been affected.
			 Describe how long-lasting the changes were and/or have been.