



APHG Bell Ringers for the week of Monday, August 17, 2020

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Welcome back to another school year. APHG is now in its 21st season. Hard to believe for many of us who have been involved in this course since its inception. It is currently the fastest growing AP course! I, along with Laura Kmetz, look forward to providing you with weekly/daily bell ringers and initiations for your students. To get them actively engaged in learning about our fascinating and very relevant discipline. Feel free to contact me with any questions, etc.

If you were not getting our THREE FOR THREE provided by Laura that we started last year, the intention of this supplement is to provide three quick questions for you to use at the beginning of class three times a week. Created by a very experienced APHG teacher, Laura Kmetz at Booker T. Washington HS in Dallas, TX, we know that these added bell ringer resources have added to the success of your students.

As we move through the course, Laura and I will be concentrating on providing stimulus items for you to use with your students. In this way allowing you and your students to make connections to the course skills (located on page 14 in the Course and Exam Description, CED) as well as a great way to provide student practice in understanding what to do when they see our FRQ verbs along with applying associated geographic terminology.

IMPORTANT:

Using Covid-19 as a teaching tool and applying associated geographic tools and content as part of your teaching is an excellent way to make your teaching of AP Human Geography relevant and engaging. As we move through the school year be aware that Laura and I will be using stimulus items such as maps and graphs related to this topic in these bell ringers and three for threes. Please understand and be cognizant of the level of sensitivity associated with using Covid-19 as an example with your students and that you as the teacher should use your discretion in using it or not as a teaching resource.

Have a great school year. And remember, students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry ☺ Second law of geography = “spatial perspective, why of where.” And to be able to add the BECAUSE as part of their response! KK

UNIT 1: NATURE AND PERSPECTIVES OF GEOGRAPHY

Question #1: What does it mean to you to be “geographically literate”?

The national geography standards (*Geography for Life*) provide guidance for this question in terms of what students should know and can do. What basic knowledge, skills and perspectives do students expect to gain from this class?

Ask students what they hope to get out of this class during the upcoming school year, Ask students what’s going on in their country, the world today, where they might be able to apply some aspect of geography. This is where you can prompt them after a brief discussion where they might not know much ☺ Show them a map of Covid 19 cases (if appropriate for your teaching situation), or current refugee streams, food insecurity, etc. and start leading them down their geographic path ☺

You could use Flipgrid here as a great way to get students to record a short video answering the above questions and sharing them with the rest of the class. It’s a nice introductory activity using visual technology.

Question #2: What is the significance of the following quote, “time is to history as space is to geography?” Ask your students what historical events would be important to know about in a human geography class? For more information on the strategy of teaching a history catch-up unit as an introduction to this course please send Ken an e-mail.

Question #3: What is the farthest distance you are willing/able to walk? If there were no cars or other transportation, what could you get to on foot from your house at this distance? What would your life be like to live only within a circular area with this distance as the radius?

You can modify this for physically disabled students if necessary. Discuss why the concept of distance is so important when studying geography. You can introduce the concept of *distance decay* as the first law (Tobler’s Law) of geography. This concept specifically relates to the term in our CED, Unit III, and Diffusion. I teach the basics of diffusion in Unit I as it is an overarching concept that will show up in every unit of the course.

Also, in this example you can have students note barriers they may face if trying to walk from point A to point B (ex. no sidewalks or easy crosswalks, major dividing highways, private property, etc.) How do these barriers impact connections/relationships?

Classic distance decay graph that is in most textbooks:

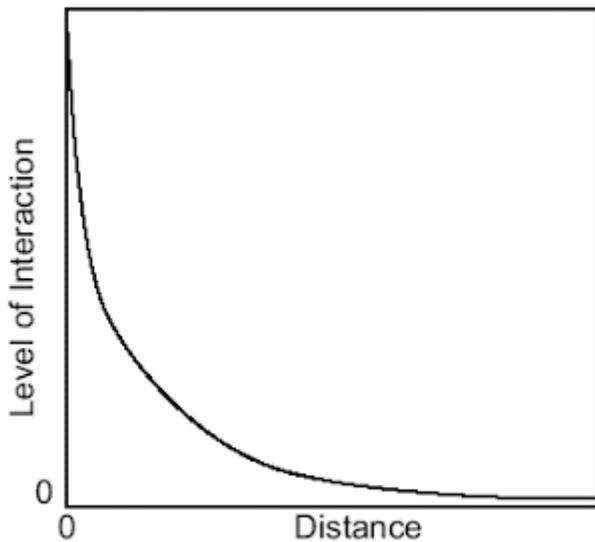
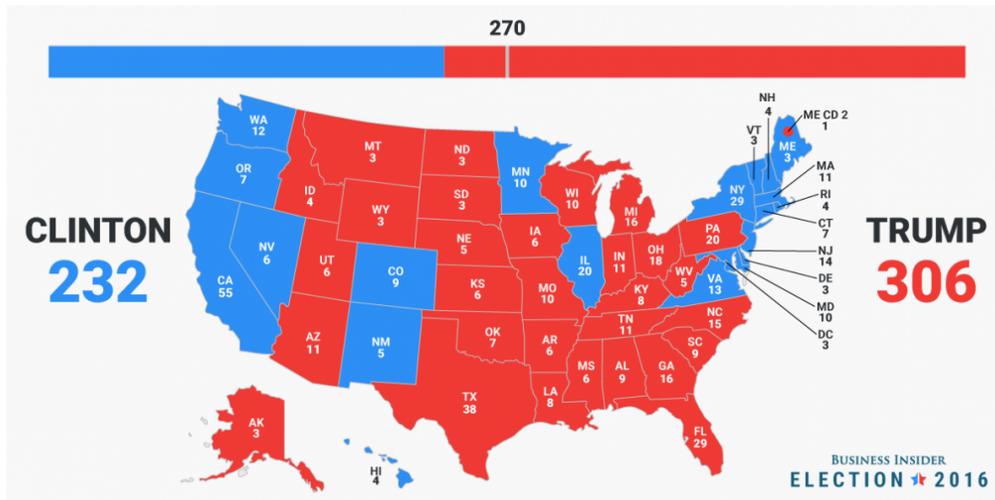


Figure 4.3. Distance decay curve showing decreasing interaction as distance increases.

Question 4: Identifying and discussing the *scale* of analysis and data aggregation.

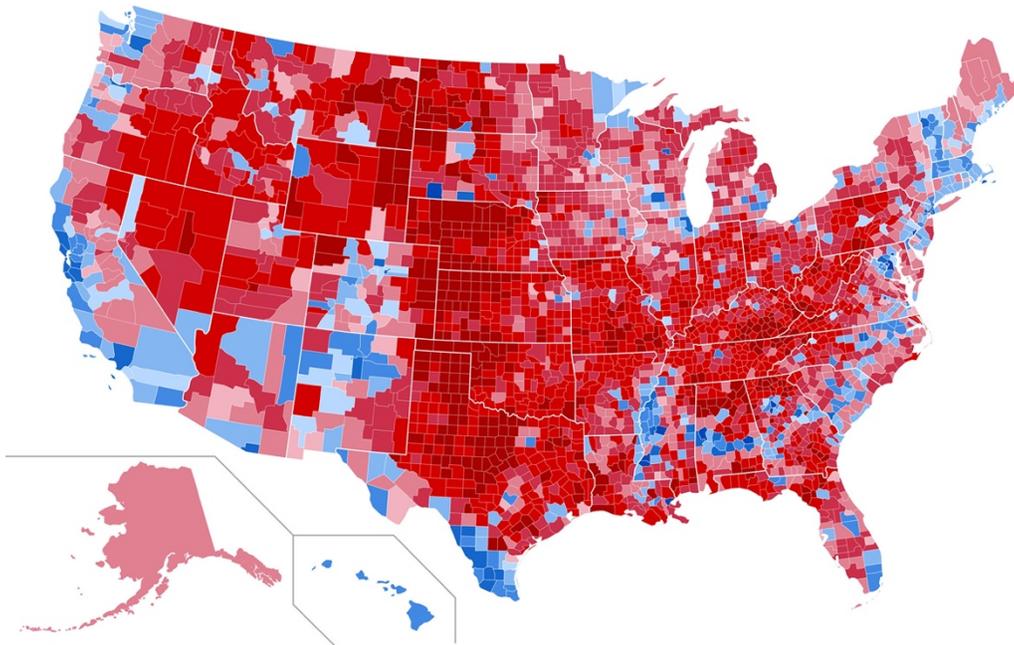
Topic 1.6, skill category 5 from the CED.



State choropleth 2016 U.S. Presidential election results

Blue = Democratic victory based on electoral votes

Red = Republican victory based on electoral votes



County Choropleth 2016 U.S. Presidential election results

Blue = Democratic victory based on those in county who voted democratic

Red = Republican victory based on those in county who voted republican

The scale of this map is by country BUT the scale of analysis is by county. How the data is being aggregated, broken down in the legend or shown is the scale of analysis! This is an important point to bring up to your students. This will be confusing to many of your students so getting them to see lots of examples and continually going over this will be really helpful to them.

Why does the study of scale matter so much for a geographer? You can have students offer ideas for what information they might gather if they were to change the scale of analysis or how data is aggregated for this topic. For example, the number of people of a certain ethnicity who live in a state, county, municipality, etc. who might vote for a certain candidate and associated political party. What would happen if percentages were used to aggregate data versus using raw numbers? What happens when you compare rural counties to urban counties? You can also have students look at ethnic diversity maps by state and then by county, etc. How does the perception of reality change?

For an up to date resource to use to look at presidential voting patterns at different scales, check out this latest interactive map from the NY Times @

<https://www.nytimes.com/interactive/2018/07/25/upshot/precinct-map-highlights.html>

And for a great short video (approximately 2 minutes long) on why we see such bad maps every elections cycle, check this out: <https://www.youtube.com/watch?v=hlQE4IGFc5A&feature=youtu.be>

Question #5: What are some ways in which maps can distort or omit information or even blatantly deceive a novice map-reader? Because as we know “ALL MAPS LIE.”

Topic 1.1 in the CED.

You can show these clips from YouTube to get the conversation started:

“The West Wing” - Why are we changing maps? <https://www.youtube.com/watch?v=vVX-PrBRtTY> (4:00)

AND:

What are continents? <https://www.youtube.com/watch?v=3uBcq1x7P34> (3:49)

AND/OR have students take a tour of the following website(s):

<https://thetruesize.com/>

<http://www.ifitweremyhome.com/> to use for country comparisons.

Ask students how taking these tour(s) may have changed their perception of reality?

Why might a website such as this be useful to a geographer?

From our chief reader Dr. Seth Dixon, this following example to use with your students:

Using the true size website noted above, ask students how large Iran is and then superimpose it on the southwest of the United States. It overlaps many U.S. States and has close to 85 million people. By doing this, did it change their perspective of that country? You can obviously do this using other examples as well.

AND/OR

For a fun, humorous (yet sad) look at how many Americans tend to be geographically illiterate and why our APHG course is so important, have students check out this recent clip from Jimmy Kimmel @

https://www.youtube.com/watch?v=kRh1zXFKC_o (3:44)