



APHG Bell Ringers.

For the week of August 24, 2020 – Questions related to Unit 1 Thinking Geographically

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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: Topic's 1.1 and 1.6. Using the images shown below or come up with your own.

Have students look at images that show different types of maps. Have student's id the type of map and then analyze the spatial patterns on the maps and then discuss the specific characteristics, levels of distortion and possible uses. You want students to get into the habit of analyzing patterns on and within stimulus material.

You also want students to get into the habit of looking at the scale of analysis the map represents. A REMINDER THAT MAP SCALE IS DIFFERENT THAN SCALE OF ANALYSIS WHICH IS HOW THE DATA IS AGGREGATED OR BEING SHOWN. SEE THE ACTIVITY BELOW RELATED TO THE U.S. STATE OF GEORGIA FOR MORE CLARITY ON THIS.

For example this map directly below is at a regional map scale but a national scale of analysis.



Here are a few more you can use for practice:

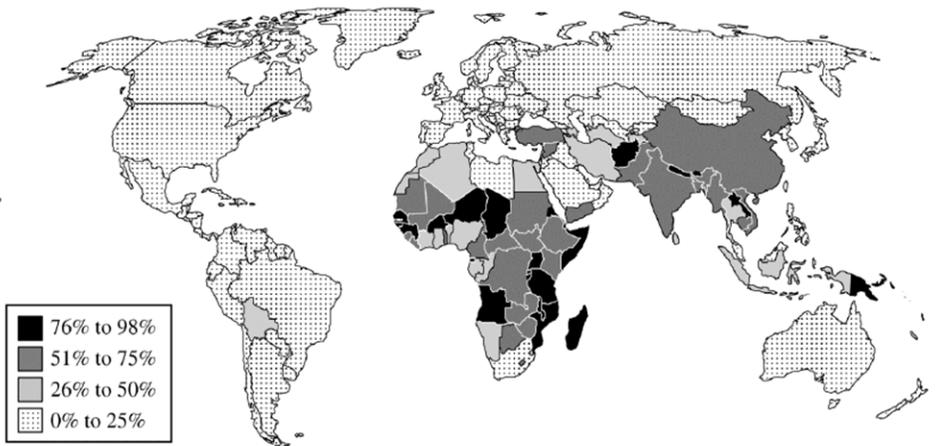


MEXICO'S MOST POPULOUS CITIES

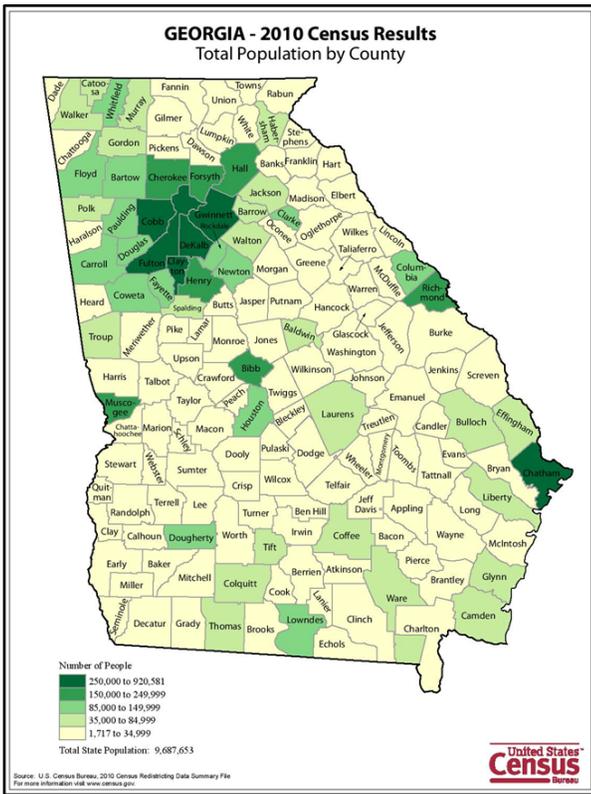
City	1975	2007	2015
Ciudad Juárez	474,000	1,343,000	1,478,000
Guadalajara	1,850,000	4,198,000	4,673,000
León	589,000	1,488,000	1,682,000
Mexico City	10,690,000	19,028,000	20,189,000
Monterrey	1,589,000	3,712,000	4,140,000
Puebla	858,000	2,195,000	2,474,000
Tijuana	355,000	1,553,000	1,799,000
Toluca	309,000	1,531,000	1,671,000
Torreón	556,000	1,144,000	1,280,000

Source: Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, *World Population Prospects: The 2006 Revision and The 2007 Revision*, <http://esa.un.org/unup>.

PERCENT OF WOMEN IN THE LABOR FORCE WORKING IN AGRICULTURE



Source: UN Food and Agriculture Organization



Question #2: Topic 1.5.

As I always tell my students, “geography is everything, everything is geography.” To feed off of this mantra:

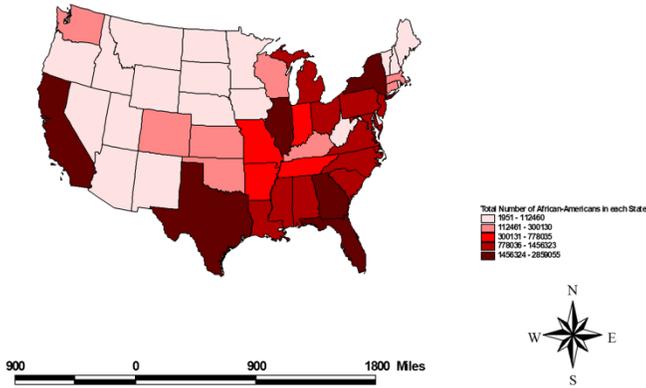
How does the impact of a weather event such as hurricanes and tropical storms connect/correlate to concepts learned in AP Human Geography? Be aware of the fact and sensitive to the reality that at this time of year our friends in other parts of our country, such as in Louisiana, Florida, Georgia and the Houston, TX area over the past couple of years, were dealing with the impacts of multiple hurricanes and associated floods.

Have students fill in the following chart to have them represent and then discuss these connections. Add a sixth column to the far right to represent other concepts that might come up in discussion that relate to human environment interaction such as: food production, change to urban/cultural landscape, politics, etc.

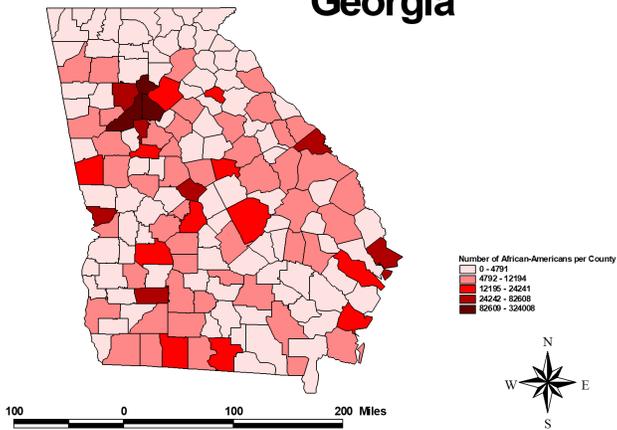
Infrastructure	Economics	Migration	Characteristics of Place	Environmental

Question #3: Topic 1.6. Use the THREE maps shown at different scales of analysis below which represent how many African Americans live in Georgia, USA, OR use any choropleth map at the state and local scale OR use the latest edition of the Human Geography in Action text by Wiley, lab #1. Have students look at demographic patterns at multiple scales.

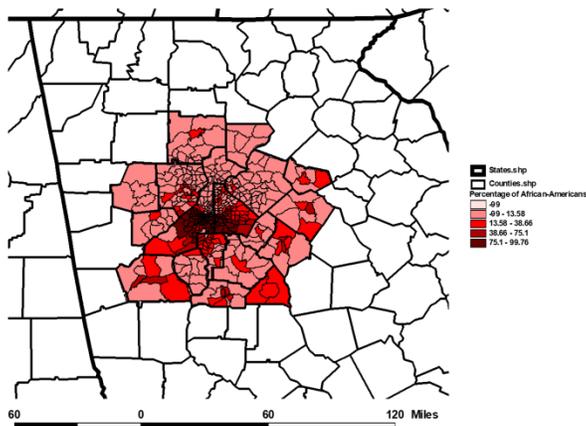
Continental United States



Georgia



Metropolitan Counties of Atlanta



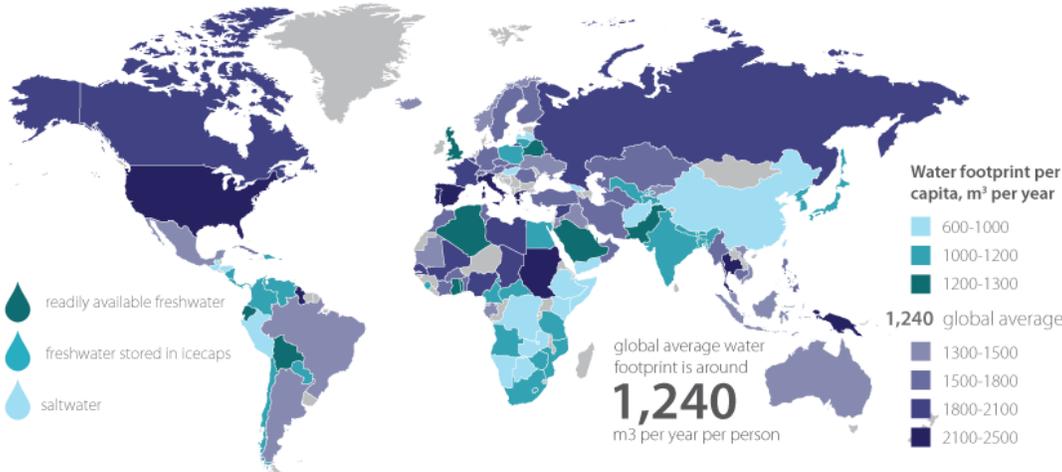
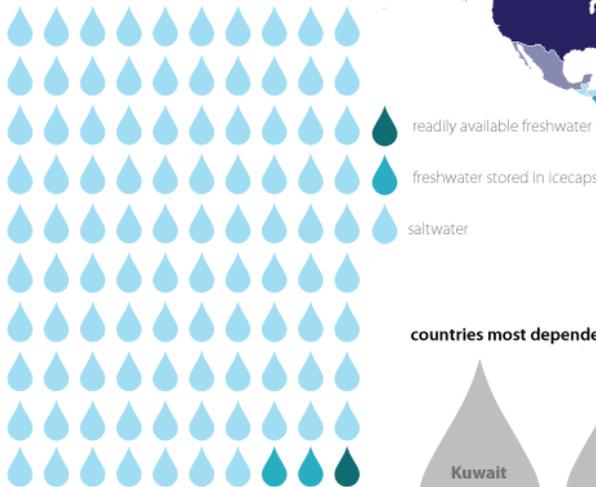
Question #4: Topic 1.5. Water usage and sustainability. Based on the map below what issues might students come up with regard to the sustainability of the earth's inhabitants continuing to use water at the rates they do? Ask students what fresh water is used for besides drinking. The website for Our World in Data also has some great graphics related to this topic.

the global water footprint

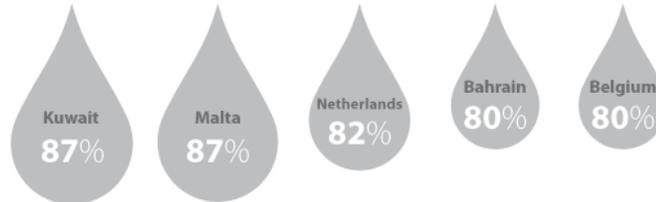


The 'water footprint' of a country is defined as the volume of water needed for the production of goods and services consumed by the inhabitants of the country.

amount of freshwater available

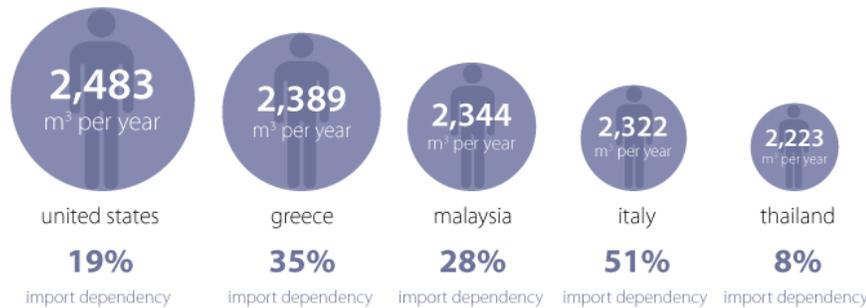


countries most dependent on water imports



70% of existing freshwater is withdrawn for irrigation in agriculture

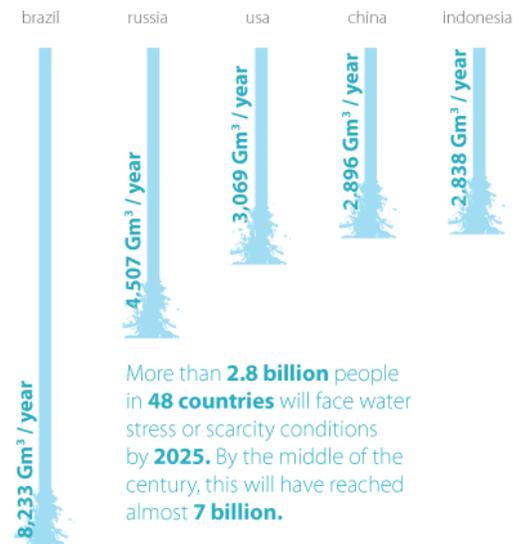
the highest water footprints per capita



water footprint of different foods



highest renewable water resources



Source: WaterFootprint.org and WWF

India's Water Crisis from HBO Vice, starting at the 17:00 min mark is a great video on this topic of the sustainability of water. <https://www.youtube.com/watch?v=mkBoVfkOWqQ&t=1017s>

Question #5: Topic 1.7. Have students take a look at an outline map of the United States and instruct them to identify where the South is and why? This is an excellent activity that doesn't take a lot of time to get them to understand perceptual/vernacular regions. Students should be able to differentiate between a formal, functional and perceptual region. Here are some basic examples of each type but have your students identify some others!

Types of Regions – Regional Analysis

- Formal (uniform) regions
 - Examples: states (Virginia), English-speaking world, the bread basket of the US.
- Functional (nodal) regions
 - Examples: the circulation area of a newspaper, bus service areas
- Perceptual (vernacular) regions
 - Examples: the American South, Pacific Northwest



A map titled 'PERCEPTUAL REGIONS OF NORTH AMERICA' showing various regions in North America. The regions are color-coded and labeled: WEST (green), NORTHWEST (orange), NORTH (yellow), WESTERN MOUNTAINS (light green), WESTERN PLAINS (light blue), WESTERN SLOPES (light purple), WESTERN COAST (light blue), WESTERN INTERIORS (light green), WESTERN MOUNTAINS (light green), WESTERN PLAINS (light blue), WESTERN SLOPES (light purple), WESTERN COAST (light blue), WESTERN INTERIORS (light green), WESTERN MOUNTAINS (light green), WESTERN PLAINS (light blue), WESTERN SLOPES (light purple), WESTERN COAST (light blue), WESTERN INTERIORS (light green).

Nine Nations of North America from Joel Garreau is another good map to show regions. Which types of regions are shown here and why?

