APHG Bell Ringers

For the week of August 31, 2020 – Fun activity related to cultural landscapes and then to begin Unit II, Population and Migration.

CED Topics are noted.

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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: Using www.geoguessr.com to analyze and determine geographic location along with cultural landscapes. This is a lot of fun for students to use. You can make a game out of it, geoguessr Friday, etc.

When you get to the website, there will be a button labeled "Let's Play." Once you click on it, you will be taken to some place in the world through Google maps with a street view. Once you have moved around the location and have an educated guess as to where you are, use the map on the bottom right of the page to make your guess. There are tools on the guess map that will allow you to zoom in so that you can make a more accurate guess. YOU WILL NEED TO PLAY FOR FREE AND THEN IF YOU WANT TO CONTINUE YOU CAN GO ON TO THE PAY SITE.

For each of the five guesses, you must BRIEFLY respond to the following: (If possible try to incorporate terminology from the course)

Your Guess for the location: _____
Actual Location: _____
Points Awarded: _____

What evidence within the scene led to your guess?
What about the evidence was or was not accurate?
What have you learned?

As an extension have students evaluate images from their local landscape. If interested in other cultural landscape analysis assignments or longer-term projects and having your students become "windshield geographers" please e-mail Ken for further details.

TO BEGIN OUR LOOK AT UNIT II.

Question #2: Match the following countries as to whether they are dealing with an over population or under population problem? Topic 2.2. Consequences of Population Distribution. Topic 2.6. Malthusian Theory. Topic 2.7. Population Policies.

Niger

Japan

South Sudan

Germany

Chad

Canada

As an extension to this activity you can show students the following video clip from the NY Times related to the Population Bomb phenomena of the 1960s. You can then ask them the following question:

In the 1960s, fears of overpopulation sparked campaigns for population control. But whatever became of the population bomb? Should we be more or less concerned about this issue today? Basically, is over or under population more of a problem?

https://www.youtube.com/watch?v=W8XOF3SOu8I (13:07)

AND/OR Have students read both of the following articles and view the short video from CNN.

One from the NY Times which describes China's rationale for their changing population policy over the years: The other article and video is from CNN last week and deals with China now considering removing any restrictions on how many children a woman can have.

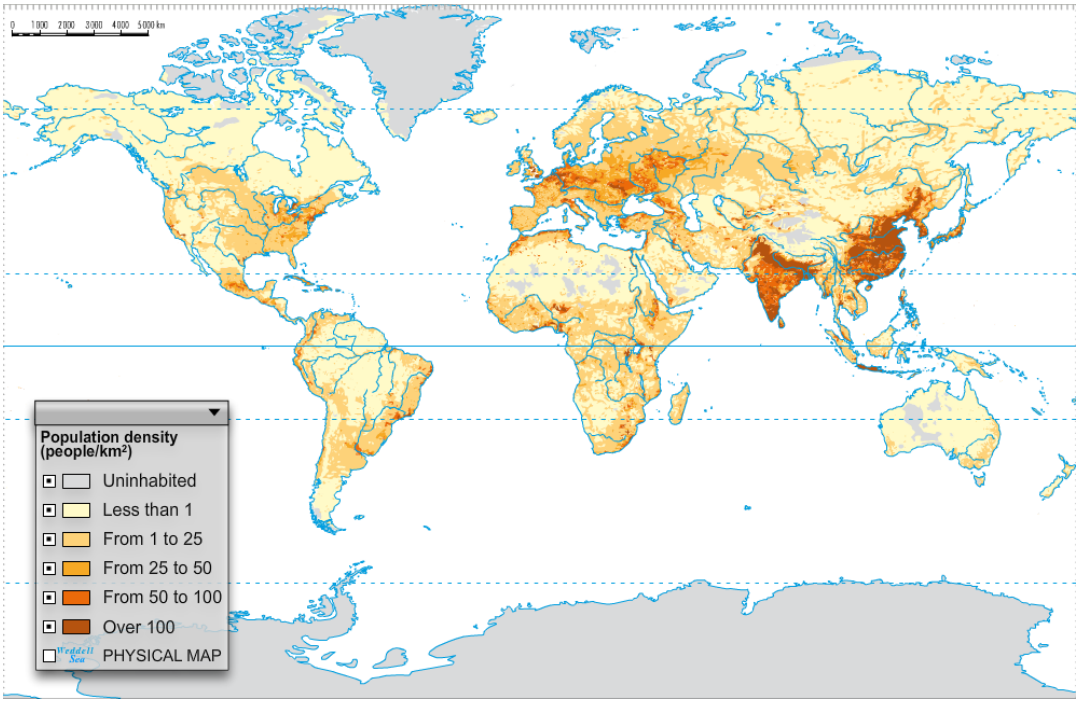
http://www.nytimes.com/2015/10/30/world/asia/china-end-one-child-policy.html?_r=0

https://www.cnn.com/2018/08/28/asia/china-family-planning-one-child-intl/index.html

Or have students do a spatial analysis of the following population map and associated data legend to determine the patterns of population density in different regions of the world. Have students think about associated impacts using ESPeN or SPEED analysis.

$$\text{Population density} = \frac{\text{Total population}}{\text{Surface km}^2} = \text{people/km}^2$$

High = over 100 people/km²
Medium = between 50 and 100 people/km²
Low = between 25 and 50 people/km²
Very low = under 25 people/km²



Question #3: What are demographers discussing when they represent or show the TFR of a country? Topic 2.4. Population Dynamics.

***Are the following country's TFR above or below what demographers call the "replacement rate (2.1)?"**

* Use the data provided by the Population Reference Bureau in their 2020 Data Sheet and other related resources from their website. *All of these resources are exceptional and are free to access ☺

https://www.prb.org/2020-world-population-data-sheet/

Students should be able to identify patterns and trends when analyzing this data. They should be able to identify, describe and explain for variations across different regions of the world. For example, comparing the data from the countries noted below and by looking at this map showing TFR from 2019.

More to come using this data as we move through this unit ☺

Bosnia-Herzegovina

South Sudan

Greece

Niger

Burundi

Taiwan

Democratic Republic Congo

Chad

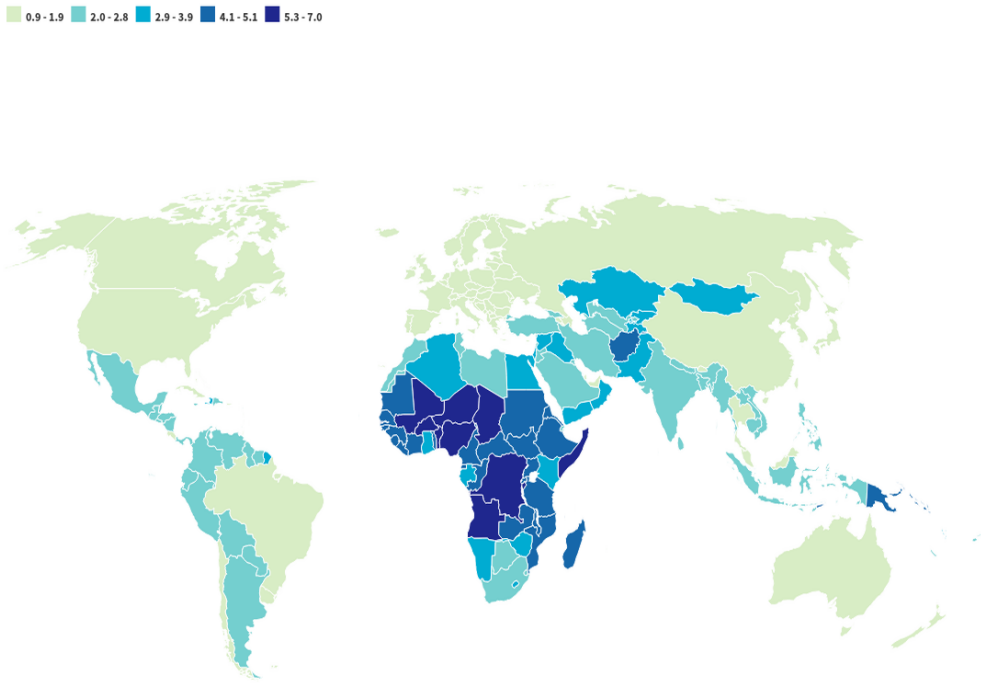
Somalia

South Korea

Portugal

Singapore

TOTAL FERTILITY RATE (2019)



SOURCES

2019 World Population Data Sheet

Question #4: What is the difference between arithmetic, physiologic and agricultural density? What does the data shown in the table tell you about land use in these various countries? Topic 2.2. Consequences of Population Distribution.

Density Chart

	Arithmetic Density	Physiological Density	Agricultural Density
Canada	3	65	1
US	32	175	2
Egypt	79	2296	251
Japan	338	2695	46
India	356	690	163
Netherlands	398	1748	23
Bangladesh	1127	1927	472

Question #5: When one takes the difference between Crude Birth rate and Crude Death rate one will get?

(Rate Natural Increase) Topic 2.4 Population Dynamics. Can also be connected to topic 2.5, The Demographic Transition Model which we will discuss more in detail next week 😊

What are some positive and negative consequences/implications of high RNIs vs. low RNIs?

	High RNI	**Low RNI**
Positive		
Positive		
Negative		
Negative		

Here's a Practice FRQ on this topic. Map Courtesy of PRB:

FRQ

RATE OF NATURAL INCREASE, 2014

Source: Population Reference Bureau

The map shows rates of natural increase in human population.

A. Identify the world region on the map with the highest rates of natural increase.

B. Using the region identified in part A, explain THREE factors that contribute to high population growth rates.

C. Describe ONE economic incentive that a country with a high population growth rate could use to decrease population growth, and identify ONE potential impact of this strategy.

D. Describe ONE social program or policy that a country with a high population growth rate could use to decrease population growth, and identify ONE potential impact of this strategy.