

APHG Bell Ringers
For the week of February 10, 2020

Unit V/VI: Agriculture, economic sectors and development

Prepared by Ken Keller kkeller1976@comcast.net

*Students should always be prompted, probed, so to speak, to answer the **WHY** question when responding to geographic inquiry 😊

Question #1: Identify some traditional foods from the countries below. If you get stuck, use the color of the flags as a clue.

Country	Traditional Foods	Colors and symbols within flag
Italy	Pasta and sauce....	
Belgium	Waffles, Chocolate.....	
India		
Lebanon		
Japan		

What is cool about the following web site and associated intro activity (please e-mail Ken for activity) is that the foods which are shown are represented by the colors of these country's flags. Students can discuss climate/culture/import, export connections to these foods. As additional enrichment you can also have your students briefly discuss/reflect upon the significance of the flag's design, history, etc.

<http://twistedifter.com/2011/10/flags-made-from-food/>

Question #2: What are some examples of modern day agricultural practice that either validate or invalidate the predictions made by von Thünen’s model?

	Validate assumptions of VT	Invalidate assumptions of VT
Dairy		
Fruits and veggies		
Extensive agriculture (ie.wheat)		
Meat and poultry production		

There are great examples students can find in the variety of texts that teachers use for our course. Make sure they elaborate specifically in relation to not only which ring the activity may or may not be found but also as to WHY?

ALSO AND VERY IMPORTANTLY, MAKE SURE YOUR STUDENTS LOOK AT THE **LIMITATIONS** OF THIS MODEL. IF YOU LOOK CLOSELY AT THE CED YOU WILL NOTICE AN EMPHASIS ON STUDENTS NOT ONLY KNOWING THE BASIC PRINCIPLES OF GEOGRAPHIC MODELS AND THEORIES BUT ALSO THEIR LIMITATIONS.

Question #3: What are the FIVE economic sectors? Complete the sentence below.

_____ sector activities dominate in _____, or _____ developed countries where TFR tends to be high and countries are in stage 1 or 2 of the _____ Transition Model and stage _____ or _____ of Rostow’s model.

After students identify these sectors have them connect these different sectors to levels of economic development, agriculture practice and finally, other human geographic connections such as important geospatial models. For example, Core-Periphery, Rostow and Demographic Transition.

Question #4: What countries export the most food to the United States?

In the United States, the amount of imported food continues to increase as Americans consume more products that are either not locally available or not grown fast enough to meet demand. The United States imports a wide variety of foods, including fish and shellfish, fruits and nuts, vegetables and red meat. Because of cheaper labor costs overseas, it is sometimes less expensive to buy an imported apple than one grown here at home.

http://www.ehow.com/list_6115343_list-foods-imported-u_s_.html - 2018

As a homework assignment, have students go to their local grocery store and take FIVE pictures of foods that were imported into the United States. Or have them take pictures of foods they found in their pantry at home. Have them share/discuss their pictures in class the next day ☺

Question #5: What are the three factors and some associated variables that the United Nations considers when looking at a country's level of development?

FACTORS			
	(1) Social (being knowledgeable)	(2) Economic (standard of living)	(3) Demographic (a long and healthy life)
VARIABLES	1. Literacy rate 2. 3.	1. GDP per capita 2. 3.	1. Life expectancy at birth 2. 3.

United Nations Human Development Index @ <http://hdr.undp.org/en/content/human-development-index-hdi>

(More to come next week on this when we take a look at www.gapminder.org and the HDI rankings of specific countries.

BONUS AGRICULTURE AND DEVELOPMENT QUESTION(s):

Which country produces the most cocoa beans? Which country produces the most processed cocoa beans into chocolate (chocolate exports)?

Have students take a look at the following graphic and they should be able to determine how levels of development reflect the global chocolate industry ☺

http://www.fao.org/resources/infographics/infographics-details/en/c/277756/?utm_source=facebook&utm_medium=social+media&utm_campaign=fao+facebook

As an extension, have students bring in a piece of their favorite chocolate and map where it was processed. Students can also research the chocolate companies to see where they get their cocoa beans from.

Finally, for an excellent chocolate tasting simulation I would highly recommend checking out our esteemed colleague Rik Katz' associated assignment which he has gladly shared on the AP Human Geography Teachers page on Facebook ☺ Just look for Chocolate tasteoff in the files. I believe Rik just went through this with his students during the week of 2/4/20.