

APHG Bell Ringers
For the week of March 23, 2020

Hoping everyone is managing our new online, virtual world of teaching. Laura and I and NCGE are here to help you in any way we can. Feel free to reach out with any questions or concerns. KK

Unit VII: Economic Development

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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: Based on the following interactive map and associated referenced indices from the United Nations Human Development Program, what conclusions can be made regarding the level of development of the countries noted in the table?

This is an extension to the bell ringer on the UNHDI shared with you last week ☺

(Feel free to add other countries but make sure that the countries you have added have data represented for the categories you have students analyze.)

Country	HDI (Human Development Index)	GII (Gender Inequality Index)	MDI (Multidimensional Poverty Index)
India			
Haiti			
Yemen			
Ethiopia			
Germany			

*Access 2019 statistical data and associated graphics @ <http://hdr.undp.org/en/countries>

*2019 Gender Inequality Index @ <http://hdr.undp.org/en/content/human-development-index-hdi>

Question #2: SHARED IN A PREVIOUS BELL RINGER AS WELL. What is the basic premise of the core periphery theory (Wallerstein's World Systems theory) and how does it relate to modern day economic landscapes at different scales?

Nice short animated video that can serve as an introduction or review of the basic premise of the core periphery theory:

<https://www.youtube.com/watch?v=oVGdECND9Fs> (2:14)

And here is Immanuel Wallerstein himself from May, 2009, on the end of capitalism and our modern world economic system

<https://www.youtube.com/watch?v=nLvszWBf6BQ> (7:44) As an extension, ask your students if they agree or disagree with Wallerstein's conclusions?

Question #3: Does every country have to go through an industrial revolution to be considered a Core country based on how the Core is described by Wallerstein in his World System's Theory?

For a great perspective on how to get students to look critically at this question show the following TED video from Hans Rosling of Gapminder fame titled The Magic Washing Machine.

http://www.ted.com/talks/hans_rosling_and_the_magic_washing_machine.html (9:16)

As an extension student can also be asked to critically analyze the following question:

For the modern world to function effectively from an economic standpoint do Core countries have to exploit the periphery and can the periphery survive without being exploited? This should be connected to Dependency Theory.

*SHARED PREVIOUSLY - For a great compare and contrast between Dependency Theory and Rostow's Stages of Growth, Modernization Model see the following video from Zach Elrod's YouTube review page @ <https://www.youtube.com/watch?v=IJ7lcGlwk-A> (14:45)

Many thanks to Zach for sharing this resource ☺

*See bell ringer #5 below to have students go through a more detailed comparison of these two geographic concepts.

Question #4: Why are patterns of development across the world so varied at different scales? What factors do geographers analyze?

Factors	Global	National	Regional	Local

*Have students look at this in more detail in a fun and engaging manner by having them do an analysis and comparison of development variables across countries and regions by using the Gapminder website at [*www.gapminder.org](http://www.gapminder.org) *This link also takes one to the great Dollar Street link from Gapminder which can be analyzed as well.

**As an alternative/extension to an analysis of Dollar Street, students can also view the Documentary Living on One Dollar (2013), approximately 90 minutes running time. Can be purchased via Youtube or watched via a Netflix subscription.

For a quick tutorial for both teachers and students from the Gapminder guru *Dr. Hans Rosling watch the following video titled 200 years that changed the world which can be found under the videos tab on the Gapminder web site:

<http://www.gapminder.org/videos/200-years-that-changed-the-world-bbc/> (4:48)

*Sadly, Hans Rosling passed away on February 7, 2017 at the age of 69. Many of us who have taught AP Human both short and long term depended on Hans’ insight on all matters geographic. Through his work with Gapminder and associated TED talks, all of us, both students and teachers alike have learned so much from him. He will be sorely missed.

*As an extension have students read the New York Times obituary on Hans Rosling @ https://www.nytimes.com/2017/02/09/world/europe/hans-rosling-dead-statistician.html?_r=0 and then reflect on some of the lessons we can all learn from his work.

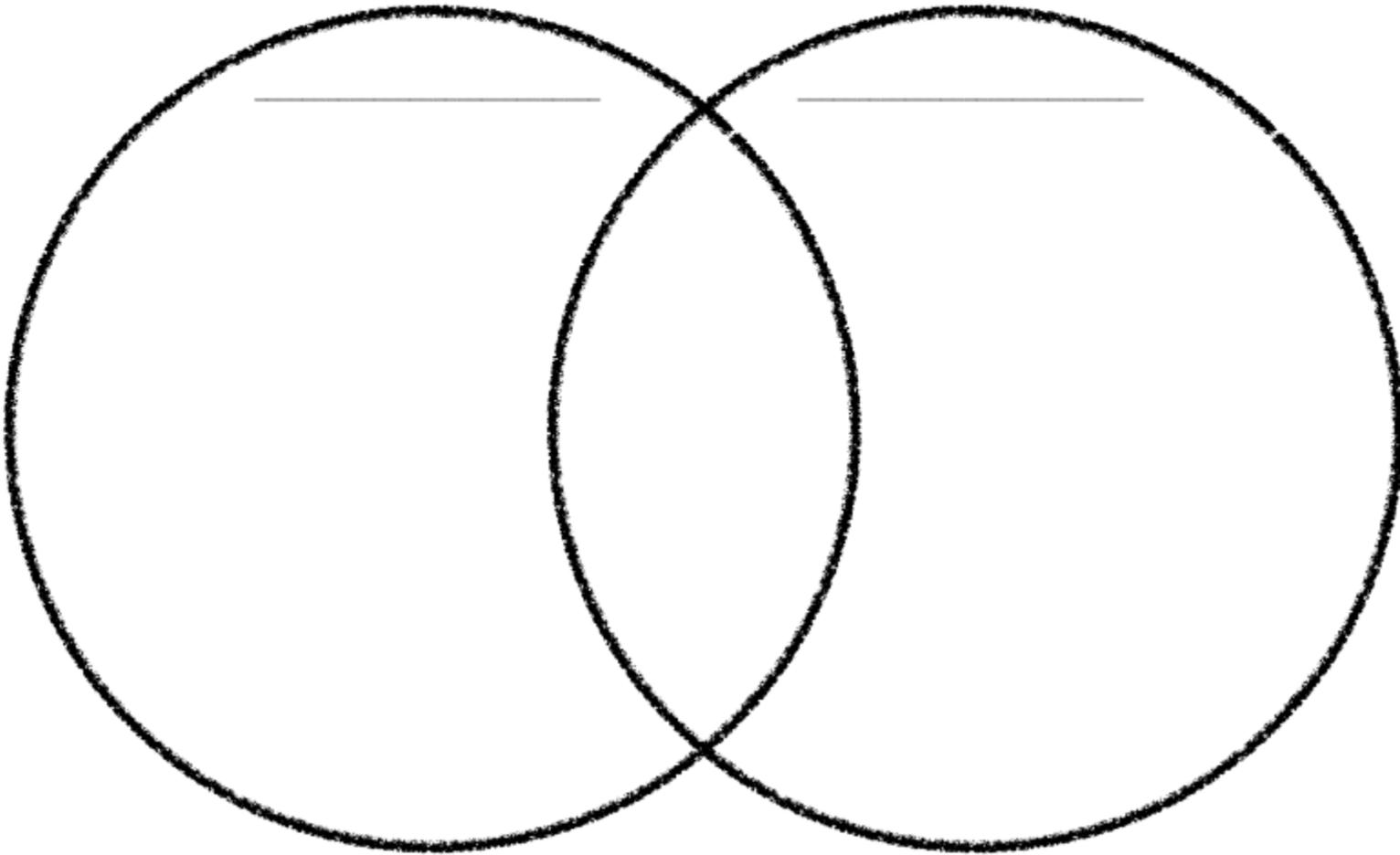
*Students can also read excerpts from Hans’ book Factfulness. It is exceptional and fits in really well with our course and a discussion on development 😊

Question #5: What are some similarities and differences between Wallerstein’s Core-Periphery/World Systems’ Theory and Rostow’s Stages of Growth, Modernization Model?

Use the Venn diagram below to represent examples of this relationship between the theory and model.

As noted above in bell ringer #3: For a great compare and contrast between Dependency Theory and Rostow’s Modernization Model see the following video from Zach Elrod’s YouTube review page @ <https://www.youtube.com/watch?v=IJ7lcGlwk-A> (14:45)

Compare & Contrast



As an extension, show students the FRQ from the 2014 AP Human Geography exam and have them go through the rubric and associated student samples to see appropriate responses. It would be helpful for teachers to go thru this FRQ and re format it based on the new CED.

Rostow's five-stage model of economic growth and the core-periphery concept of Wallerstein's three-part world system theory are two of the more common economic development models.

- A. Identify and compare three differences between the stages of economic growth and the core-periphery model.
- B. Use one of the two models to explain the level of economic development in either Mexico or Brazil.
- C. Give two examples of how the core-periphery concept can be applied below the national scale.

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