

APHG Bell Ringers



For the week of March 30, 2020

IMPORTANT INFORMATION REGARDING BELL RINGERS AND THREE FOR THREE FOR REST OF THIS EXAM YEAR. THIS WILL BE OUR LAST WEEK OF PROVIDING THESE IN RELATION TO NEW CONTENT. I HAVE PROVIDED TEN BELL RINGERS HERE 😊

STARTING NEXT WEEK (WEEK OF 4/6) WE WILL BE PROVIDING EXAM REVIEW RESOURCES. PLEASE LET US KNOW IS THERE IS ANYTHING OF A SPECIFIC NATURE YOU WOULD LIKE US TO COVER. MANY THANKS FOR YOUR CONTINUED SUPPORT. WE WILL ALL GET THROUGH THIS “DIGITAL/VIRTUAL TWILIGHT ZONE” TOGETHER! KK

Unit VII: Industrialization and Economic Development

Prepared by Ken Keller [kkeller1976@comcast.net](mailto:kkeller1976@comcast.net)

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

Question #1: Where can you buy a Big Mac cheaper than you can in the United States? Why?

The Big Mac index @ <https://www.economist.com/news/2020/01/15/the-big-mac-index> and @ <https://www.statista.com/statistics/274326/big-mac-index-global-prices-for-a-big-mac/>

The Big Mac index created by *The Economist* (it was originally created as more of a lighthearted way to show value of currency by country) shows the buying power of different currencies. In a world where all currencies were valued the same, the Big Mac would cost the same (ex. in \$US after conversion), and there would be purchasing power parity (PPP). But in reality, this is not the case (some currencies are under-valued and some over-valued). Note the relationship between Big Mac cost and GDP per capita, expected versus actual. In Brazil, for example, a Big Mac costs only slightly more in dollars (+\$.42), but based on GDP per capita, it may not be accessible to the average Brazilian, i.e. it is more of a luxury item. It’s possible to use the Big Mac as an example because of globalization and the ubiquity of McDonalds.

Question #2: Indicate with a check mark whether the variables listed below are site factors or situation factors (or both) of industrial location. Be able to explain your choices.

	Site Factor	Situation factor
Land		
Labor		
Capital		
Infrastructure		
Physical plant		
Machinery		

**Question #3: For each example of a business listed below, indicate with a check mark whether Labor, Transportation, or Agglomeration is the most important factor in deciding on the best location. Which TWO factors are usually the most important and why according to Weber’s Least Cost Theory of Location?**

	Labor	Transportation	Agglomeration
Back office call center in India			
Clothing manufacturing in China			
Computer chips in Taiwan			
Doctor’s offices close to hospital			

**Question #4: First, indicate whether each product gains weight or loses weight (relative to raw materials) in the production process. Then explain how weight factors into industrial location.**

Product	Bulk Gaining	Bulk Reducing
Beer bottling		
Auto production		
Paper mill		
*Potato Chips processing * I expect this example will elicit a lot of discussion 😊		
Steel mill		
Other examples?		

Review market-oriented v. materials oriented products. Students should understand that weight and fragility (how fragile or breakable) adds to transportation costs. The cost of the transportation must be considered relative to the value of the product. If the product is of high value, then it can absorb that cost, and the opposite is true for low value goods that need to be processed closer to the market.

**Question #5: What is a “break of bulk point”? How does it relate to modern container shipping?**

As an extension, have students research one of the world’s largest ports and discuss the significant aspects of the ports. Volume of goods shipped in and out of these ports, etc...

How a Steel Box Changed the World: A Brief History of Shipping (4:05) @ [https://www.youtube.com/watch?time\\_continue=5&v=0MUkgDIQdcM?](https://www.youtube.com/watch?time_continue=5&v=0MUkgDIQdcM?)

EUKOR with its main office in Seoul, SK is one of the largest container shipping companies in the world. A short video explaining its role in the break of bulk processes can be found @ [https://www.youtube.com/watch?v=aDs\\_AfObdA4](https://www.youtube.com/watch?v=aDs_AfObdA4) (3:39)

An excellent short video profiling how the Port of NY/NJ serves as a significant break of bulk point can be found @ <https://www.youtube.com/watch?v=JAoxuujZMcY> (4:15)

New York City welcomes ginormous container ship @ <https://www.youtube.com/watch?v=9C85TXxT-Zk> (4:03)

Time-lapse video of cargo ships entering the Port of Savannah @ <https://www.youtube.com/watch?v=976pA7Acs-0> (3:11)

Photos of the top 10 container ports in the world @ <http://www.forbes.com/pictures/eglg45hdkki/worlds-biggest-ports-2/>

Video of the 10 largest container ports in the world @ [https://www.youtube.com/watch?v=ZX\\_TROeJiuk&t=67s](https://www.youtube.com/watch?v=ZX_TROeJiuk&t=67s) (10:21)

Busiest container ports in the world from National geographic, 2016 @ <https://www.youtube.com/watch?v=ztq8qhYrhuQ> (43:54)

**Question #6: What is the difference between a basic and non-basic industry?**

Students should be able to define these two terms and be able to give examples of each as well.

Basic	Non-Basic

Zack Elrod does a great job of explaining these concepts along with multiplier effects (see #2 below) and all things economic and industrial in this segment of his YouTube tutorial 😊 <https://www.youtube.com/watch?v=CRFMWwcfqDM> (15:01)

Basic	Non-Basic
Provide services to people and business outside the community, bringing money into their respective communities from the outside	Provide services for people and business located within the community
Federal and provincial government services, airline pilot,	They do not generate money from outside sources.

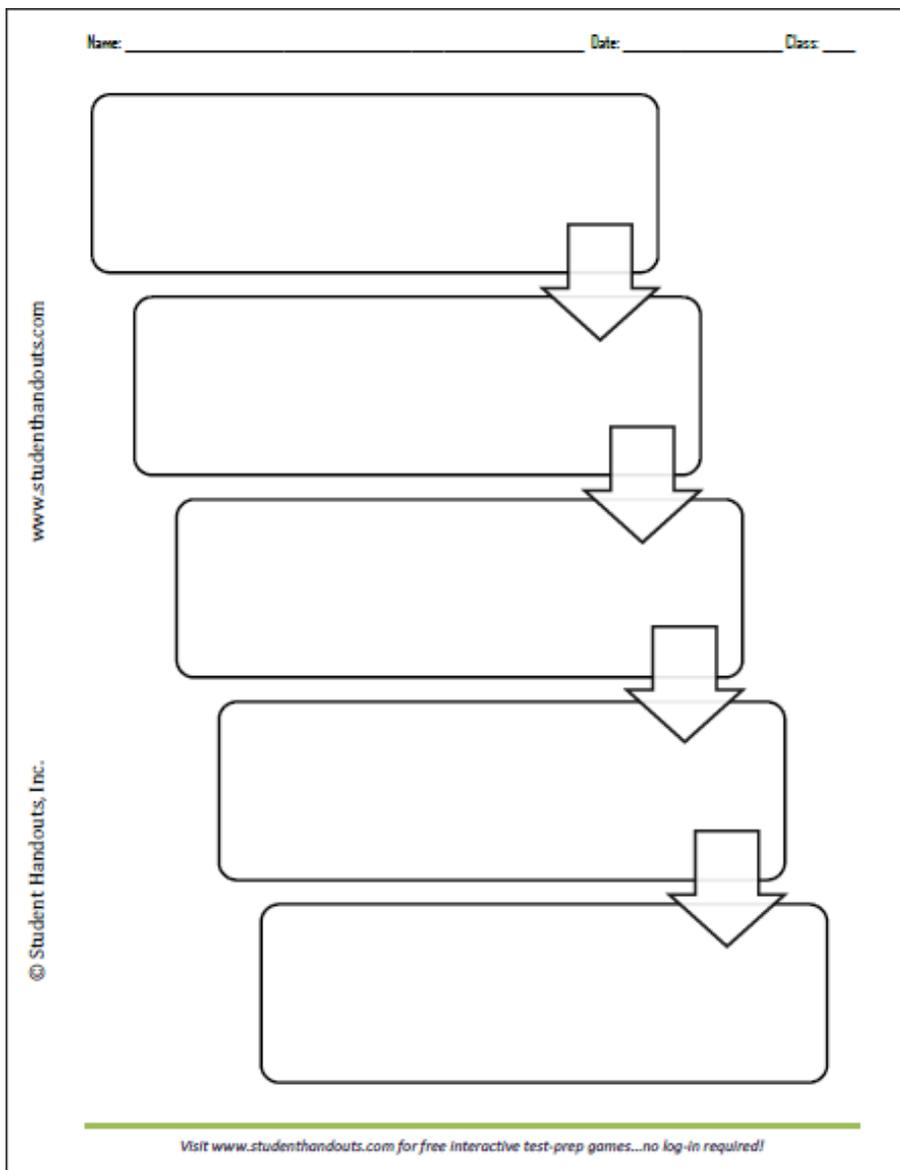
some universities and colleges, certain lawyers, working in the head office of a bank, wholesale companies

Retail services, services in a local branch, a lawyer who specializes in local real estate or criminal matters, bus driver, municipal services, local hospitals, elementary and secondary schools

**Question #7: What is the definition of an economic multiplier effect?**

Students should be able to determine that when a new basic industry comes to a location there are a number of non-basic jobs that will be created.

Have students fill in the following graphic organizer with “new industry is set up” as the header at the top and then the boxes can be filled in with examples of non-basic industries, and/or ancillary industries which support the new basic industry in many different ways.



An example of a finished chart of a different style can be found @ <http://geographyfieldwork.com/multiplier.gif>

As an extension related to this concept of a **multiplier effect**, have students determine the impact of investing in women in agriculture in the less developed and developing part of the world @

Facts and figures on the global empowerment of women from UN Women @

<http://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures>

<https://www.usaid.gov/infographics/50th/why-invest-in-women>

An article from 2012 from the IMF (International Monetary Fund) on why it is smart economics to empower women @

<https://www.imf.org/external/pubs/ft/fandd/2012/03/revenga.htm>

**Question #8: In relation to question #7 above, have students brainstorm why micro loans for women and associated economic empowerment for women and men are such an important factor in improving the level of development in less developed and developing countries?**

Associated websites that can be used as additional resources connected to this discussion

Kiva: <http://www.kiva.org/>. As an extension have your students sponsor a small business owner in a less developed or developing country with a small donation per month.

Grameen Bank: <http://www.grameen-info.org/>

Continuing on this same theme; can economic opportunities for women in less developed and developing countries improve the overall level of development in these countries?

TED videos on this topic dating back to 2009 thru 2017, include the following videos which can be used with your students in your online, virtual class: <https://www.ted.com/topics/gender+equality>

SPECIFIC TED TALKS I HAVE USED:

To solve the world's biggest problems, invest in women and girls:

[https://www.ted.com/talks/musimbi\\_kanyoro\\_to\\_solve\\_the\\_world\\_s\\_biggest\\_problems\\_invest\\_in\\_women\\_and\\_girls?language=en](https://www.ted.com/talks/musimbi_kanyoro_to_solve_the_world_s_biggest_problems_invest_in_women_and_girls?language=en) (14:30)

Radical Women, Embracing Tradition:

[http://www.ted.com/talks/kavita\\_ramdas\\_radical\\_women\\_embracing\\_tradition.html](http://www.ted.com/talks/kavita_ramdas_radical_women_embracing_tradition.html) (18:40)

Women Entrepreneurs, Example not Exception:

[http://www.ted.com/talks/gayle\\_tzemach\\_lemmon\\_women\\_entrepreneurs\\_example\\_not\\_exception.html](http://www.ted.com/talks/gayle_tzemach_lemmon_women_entrepreneurs_example_not_exception.html) (13:16)

\*Our Century's Greatest Injustice:

[http://www.ted.com/talks/sheryl\\_wudunn\\_our\\_century\\_s\\_greatest\\_injustice.html?fb\\_ref=talk](http://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice.html?fb_ref=talk) (18:22)

\*This talk goes along with the book and associated DVD titled Half the Sky which I highlighted in an earlier bell ringer related to Culture and Gender. <http://www.halftheskymovement.org/>

You could also have students do an analysis, evaluation, comparing countries at different levels of development in relation to the Gender Inequality Index (GII) @ <http://hdr.undp.org/en/composite/GII>

**Question #9: How do advancements in information technology (such as cell phone usage, internet availability, social media, other infrastructure, etc....) impact the level of development in a country?**

	Internet	Social Media	Cell Phone Use	Other

As an extension ask students to analyze the following map from 2014 and discuss how it explains the concept of globalization? <http://qz.com/290868/this-map-of-international-phone-calls-explains-globalization/>

Some interesting data/information on mobile/digital connectivity from an American connection perspective. From the Pew Research Center, June 2019 @ <http://www.pewinternet.org/fact-sheet/mobile/>

**Question #10: What is the purpose and function of NAFTA? What are its pros and cons looking at this organization from different perspectives? How will the change to USMCA affect this relationship between the US, Canada and Mexico, if at all?**

Once again, as was suggested in prior weeks, have students look at this question using the ESPeN strategy.

	Economic	Social	Political	Environmental
Pros				
Cons				

To add to this discussion and evaluation, have students watch clips on what it is like to work in a Maquiladora from the PBS series POV @

<https://www.youtube.com/watch?v=C3EGupx8u18> (approximately 68 min)

The film Maquilapolis is from 2006 but I still consider it to be very relevant. You may want to have students watch various shorter segments and not the entire film.

From a more current perspective, (USMCA was signed by President Trump last October, 2019) check out the following article and short video clip from the Washington Post, October 2018 @

[https://www.washingtonpost.com/business/2018/10/01/us-canada-mexico-just-reached-sweeping-new-nafta-deal-heres-whats-it/?utm\\_term=.e5c59646b01d](https://www.washingtonpost.com/business/2018/10/01/us-canada-mexico-just-reached-sweeping-new-nafta-deal-heres-whats-it/?utm_term=.e5c59646b01d)