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**National Council for
Geographic Education**

Three for Three

Week 16, Unit 4

December 9, 2019

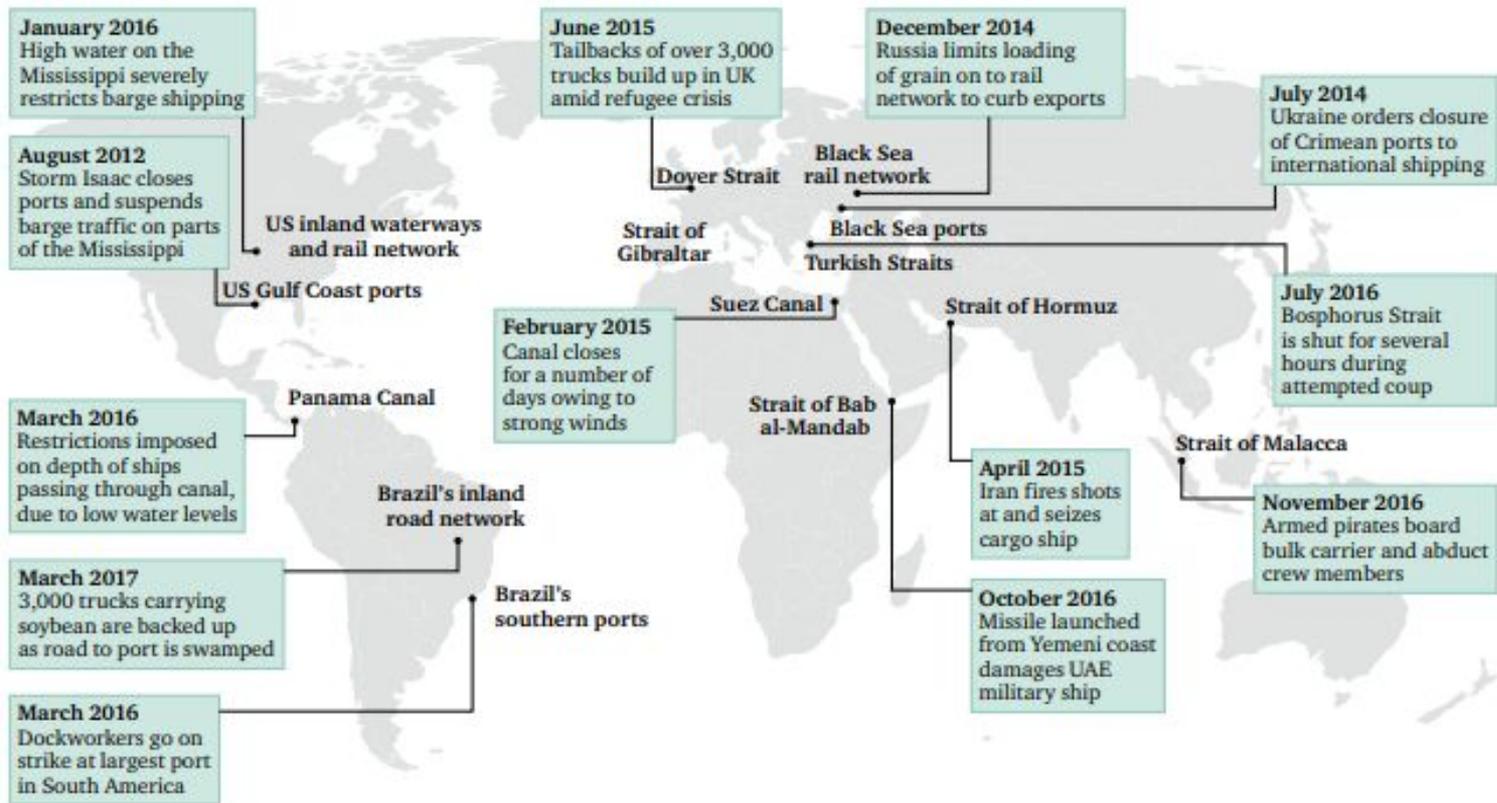
A SUPPLEMENT TO THE WEEKLY APHG BELL RINGERS SERIES

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Political Power & Territoriality Topic 4.3



Figure 19: Examples of recent chokepoint disruptions



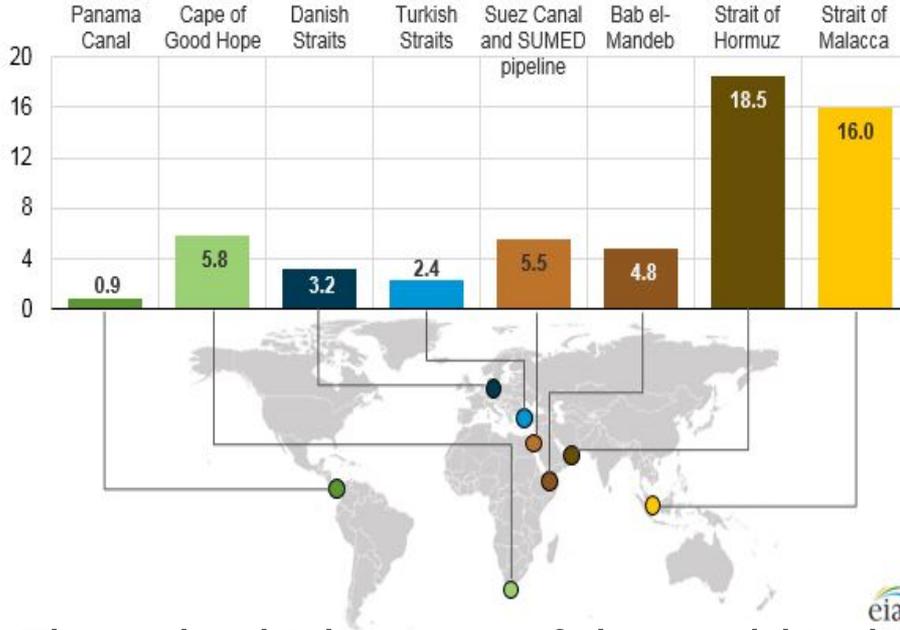
1. Which disruptions are political? economic? geographic? social?
2. Based on the info presented, what is a *choke point*?
3. What global trade item is the subject of the graphic? What other items might be subject to vulnerability at chokepoints?

Political Power & Territoriality Topic 4.3



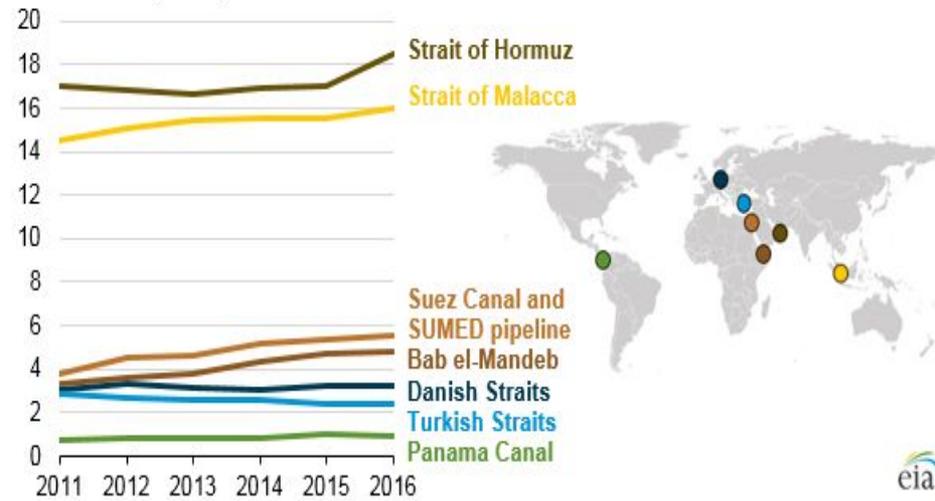
Petroleum transit volumes through select maritime routes (2016)

million barrels per day



Volume of crude oil and petroleum products transported through world chokepoints

million barrels per day



eia

1. Through which region of the world is the greatest amount of petroleum shipped?
2. How is the information in the second graph different from the information in the first graph?
3. What effects can geopolitical tensions have on the flow of petroleum?

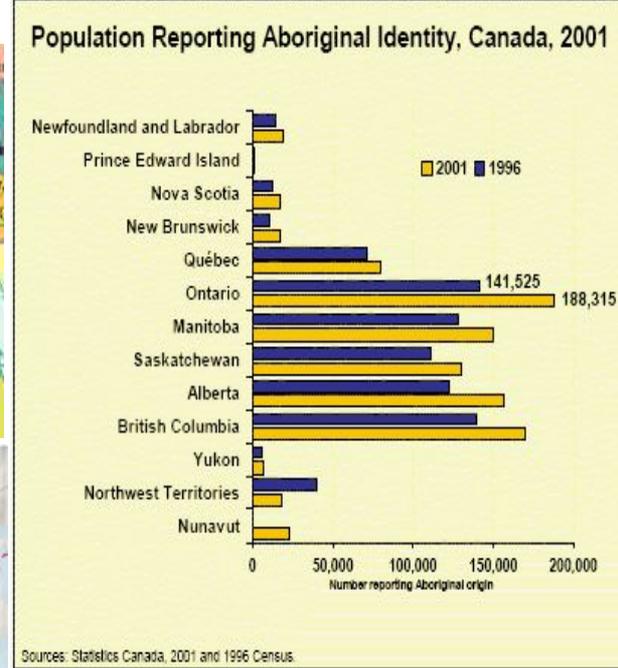


Defining Political Boundaries Topic 4.4

Identify the type of boundary as *antecedent*, *consequent*, *geometric*, *relic*, *subsequent*, or *superimposed*. Explain your answer. Some could be more than one answer.



Berlin, Germany



Canada created Nunavut in 1999 from eastern lands of the Northwest Territories.

IDEAS FOR SLIDES

SLIDE 1 source

<https://www.chathamhouse.org/sites/default/files/publications/research/2017-06-27-chokepoints-vulnerabilities-global-food-trade-bailey-wellesley-final.pdf>

Use this slide to introduce the concept of chokepoints. Have students sort the type of disruption into categories (political, economic, geographic, social); use the information to determine the definition of chokepoint (a point of congestion between two significant routes); determine what global trade item as presented in the graphic is vulnerable to choke point disruption (food); and speculate about other major trade items that are susceptible to disruption at choke points (petroleum).

SLIDE 2 source <https://www.eia.gov/todayinenergy/detail.php?id=32292> Here's a good reading related to the summer 2019 events in the Strait of Hormuz: <https://www.weforum.org/agenda/2019/07/why-is-the-strait-of-hormuz-so-important/>

1. Middle East
2. The second graph includes figures for 2011-2016, showing trends over time.
3. Countries can restrict passage through choke points. This can cause diplomatic crises and restrict supply/increase prices.

You could also have students consider similarities and differences related to the global food and petroleum trade. What differences are there between LDCs and MDCs in terms of who produces/consumes food and petroleum? Are challenges related to food supply vulnerability easier or harder to mitigate than those presented by petroleum? If so, how?

SLIDE 3 Berlin Wall:relic (AP Classroom uses the term *relict*, so make sure students know both)

North Africa: superimposed (drawn by colonial powers) & geometric (straight lines that don't follow natural geographic features)
49th parallel between US and Canada: geometric and antecedent (drawn before existing population was there)

Nunavut: consequent (drawn in order to provide greater autonomy to the indigenous peoples of the region); could also be subsequent as it was drawn after the existing population was there NOTE: Students (and some teachers!) have trouble differentiating between consequent and subsequent. It may help to remember they're not mutually exclusive. When a boundary is drawn after an existing population is present, it's subsequent. Subsequent boundaries are related to time. If a boundary is drawn for a specific purpose after a particular event, it's consequent. Consequent boundaries imply causation.



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