



**APHG Bell Ringers**  
**For the week of January 6, 2020**

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 ☺**

**Unit 4: Political Geography. Welcome back from break!**

Question #1: What did your students do over break that relates to what they learned in AP Human Geography before they went on their vacation. Something related to demographics perhaps. Or they experienced some aspect of culture? Go through this process to get them thinking geographically once again. Have students share their experiences with a fellow student (have them sit in pairs, etc.).

**Question #2: Define the term terrorism.**

**(Part of the APHG course and exam description (CED) – “the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.”).**

Ask students to fill out this table in relation to how they think the concept of terrorism has/does changed life from a Human Geographic perspective in the 18+ years since 9/11/01? Feel free to extend this table for your own preferences. \*Also, remember there has not yet been a FRQ that has addressed this topic. \*Disclaimer, I have not been involved in creating the APHG exam since 2010 and therefore, have no additional knowledge besides a hunch and overview of prior exam questions.

Economic	Social/Cultural (Media)	Political (Government action)	Other (Infrastructure, Personal Space, Freedoms Etc...)

As an additional extension:

**Even though it has been 17+ years since the attacks of September 11, 2001, the United States and its allies still find themselves fighting against terrorism on many fronts.**

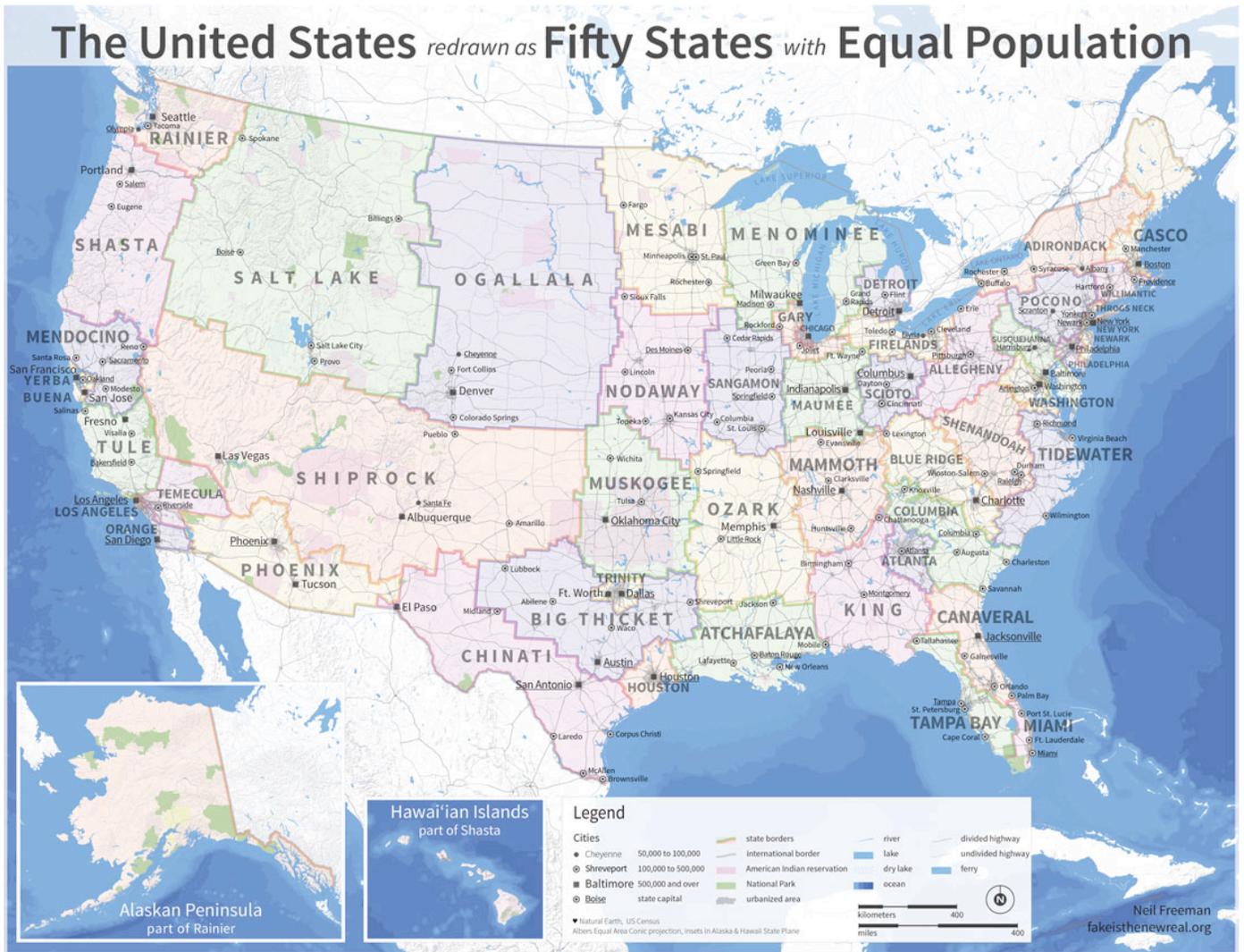
From the United Nations Action to Counter Terrorism website: “All too often we are reminded that terrorism continues to inflict pain and suffering on people all over the world. Hardly a week goes by without an act of terrorism taking place somewhere in the world, indiscriminately affecting innocent people, who just happened to be in the wrong place at the wrong time. Countering this scourge is in the interest of all nations and the issue has been on the agenda of the United Nations for decades.”

**Concentrating on the following countries, what are some significant impacts of terrorism that are affecting the peoples of these countries?**

Country	Quality of life	Economy	Political	Other? Gender Roles?
Nigeria				
Syria				
Iraq				
Afghanistan				
Turkey				
France				
Canada				
United States				

Feel free to add other countries.

**Question #3: Electoral geography is a fun topic for students to explore. In that light, what would be the political, economic, cultural and demographic implications of the United States if the political boundaries were redrawn in a manner similar to the following based on equal population distribution?**



Extension: have students rename the “new” states and explain their choices based on their own perceptual regions ☺

**Question #4: What are the political, economic and cultural consequences of relationship between the United States and North Korea as well as North Korea with South Korea.**

**January 9, 2018. North and South Korea hold first direct talks since 2015.**

**<https://www.youtube.com/watch?v=jALYR5KuP94> (4:55)**

Extension: what would be the implications of this thawing of relations and possibly becoming ice cold again, have on the U.S. relationship with North Korea and the current contentious relationship between the leaders of each country?

**Question #5: As a review from before break – what are the functions of political boundaries? To go along with this week's three for three's, what are the implications of colonialism and imperialism on modern day political boundaries and how might these boundaries change in the next 20 years, 50 years, 100 years. You could ask this from the perspective of how these boundaries might change within the student's lifetime?**