



APHG Bell Ringers

For the week of September 9, 2019 – Fun activity related to cultural landscapes and then to begin Unit II, Population and Migration.

CED Topics are noted.

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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: Using www.geoguessr.com to analyze and determine geographic location along with cultural landscapes. This is a lot of fun for students to use. You can make a game out of it, geoguessr Friday, etc.

When you get to the website, there will be a button labeled “Let’s Play.” Once you click on it, you will be taken to some place in the world through Google maps with a street view. Once you have moved around the location and have an educated guess as to where you are, use the map on the bottom right of the page to make your guess. There are tools on the guess map that will allow you to zoom in so that you can make a more accurate guess.

For each of the five guesses, you must BRIEFLY respond to the following: (If possible try to incorporate terminology from the course)

Your Guess for the location: _____

Actual Location: _____

Points Awarded: _____

What evidence within the scene led to your guess?

What about the evidence was or was not accurate?

What have you learned?

As an extension have students evaluate images from their local landscape. If interested in other cultural landscape analysis assignments or longer term projects and having your students become “windshield geographers” please e-mail Ken for further details.

TO BEGIN OUR LOOK AT UNIT II.

Question #2: Match the following countries as to whether they are dealing with an over population or under population problem? Topic 2.2. Consequences of Population Distribution. Topic 2.6. Malthusian Theory. Topic 2.7. Population Policies.

Niger

Japan

South Sudan

Germany

Chad

Canada

As an extension to this activity you can show students the following video clip from the NY Times related to the Population Bomb phenomena of the 1960s. You can then ask them the following question:

In the 1960s, fears of overpopulation sparked campaigns for population control. But whatever became of the population bomb? Should we be more or less concerned about this issue today? Basically, is over or under population more of a problem?

<https://www.youtube.com/watch?v=W8XOF3SOu8I> (13:07)

AND/OR Have students read both of the following articles and view the short video from CNN.

One from the NY Times which describes China's rationale for their changing population policy over the years: The other article and video is from CNN last week and deals with China now considering removing any restrictions on how many children a woman can have.

http://www.nytimes.com/2015/10/30/world/asia/china-end-one-child-policy.html?_r=0

<https://www.cnn.com/2018/08/28/asia/china-family-planning-one-child-intl/index.html>

Question #3: What are demographers discussing when they represent or show the TFR of a country? Topic 2.4. Population Dynamics.

***Are the following country's TFR above or below what demographers call the "replacement rate (2.1)?"**

* Use the data provided by the Population Reference Bureau in their 2018 Data Sheet (2019 data should be out very soon) and other related resources. *All of these resources are exceptional and are free to access ☺

<https://www.prb.org/2018-world-population-data-sheet-with-focus-on-changing-age-structures/>

Students should be able to identify patterns and trends when analyzing this data.

More to come using this data as we move through this unit ☺

Bosnia-Herzegovina

Democratic Republic Congo

South Sudan

Chad

Greece

Somalia

Niger

South Korea

Burundi

Portugal

Taiwan

Singapore

Question #4: What is the difference between arithmetic, physiologic and agricultural density? Topic 2.2. Consequences of Population Distribution.

Match the real-world examples below with the correct density. (2013 data)(2011 for (agricultural density)

<u>Arithmetic</u>		<u>Physiologic</u>		<u>Agricultural</u>	
Afghanistan	4	Oman	318	United States	360
Japan	47	Italy	11780	China	1116
Canada	349	Brazil	748	Nigeria	1602

Question #5: When one takes the difference between Crude Birth rate and Crude Death rate one will get?

(Rate Natural Increase) Topic 2.4 Population Dynamics. Can also be connected to topic 2.5, The Demographic Transition Model which we will discuss more in detail next week 😊

What are some positive and negative consequences/implications of high RNIs vs. low RNIs?

	High RNI	Low RNI
Positive		
Positive		
Negative		
Negative		