

AP Human Geography Bell Ringers

FOR THE WEEK OF SEPTEMBER 11, 2017

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QUESTIONS RELATED TO UNIT II, POPULATION AND MIGRATION

Additional question related to the events of 9/11/01. *See end of this document.*

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

Question 1

When one takes the difference between Crude Birth rate and Crude Death rate one will get (Rate Natural Increase)

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

	High RNI	Low RNI
Positive		
Positive		
Negative		
Negative		

Question 2

The *Population Reference Bureau projects that the world population will reach 9.8 BILLION people by 2050, a 2.5 billion increase from the current 7.5 billion currently inhabiting our planet as of September 1, 2017.

*What are some Human Geographic implications of this projection? * Have students reflect on this based on the following categories:

Economic	Cultural	Political	Demographic	Environmental

*For additional activities using the PRB data sheet and other PRB resources please send Ken an e-mail.

Question 3a

Have students define what is meant by a model? (Kate Upton will probably be mentioned by students - what type of reality does her or any other fashion model, male/female represent?) Why would it be important to study models/theories in a human geography course?

Discuss with your students the significance of our study of models in AP Human Geography throughout the year.

Finally, how does the Demographic Transition reflect the concept of a Model?

Question 3b

Why do some countries go through this transition at different times or will some not ever go through all the stages of this transition?

I cannot overstate the importance of spending a significant amount of time in class lessons, discussion, etc. going over this model. Use the following short video titled 7 Billion and Counting from www.prb.org as an introduction to teaching this model. Likewise, there are a number of exceptional lessons created by APHG guru Martha Sharma that can be found at www.prb.org to help the teacher approach/teach this concept with their students.

<http://www.youtube.com/watch?v=d1dIAtvSFLM> (3:35)

Question 4

What is the premise of the Epidemiologic Transition? Of the Nutrition Transition?

Have students compare and contrast the assumptions made by both of these models? Have students compare these assumptions to that of the Demographic Transition.

Some background information on the ETM courtesy of Murietta HS, CA. <http://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/1814/Epidemiologic%20Transition%20Model.pdf>

Some background information on the Nutrition Transition courtesy of the University of North Carolina. <http://www.cpc.unc.edu/projects/nutrans/whatis>

Question 5

In relation to the correlation between food production and population growth, which person had the most accurate prediction: Thomas Malthus (environmental determinism) or Esther Boesrup (possibilism)?

Have students discuss both of these important concepts and justify their responses to the above question using geographic analysis.

You can use excerpts from Dan Brown's book **Inferno* to support or refute Malthusian theory. * The film adaption has a different ending than the book does so feel free to have your students still read it even if they have seen the film or you decide to have students watch it

As FRQ practice related to this topic please have students work through the materials, associated rubric, etc. related to the FRQ on Malthus, which was question #2 from the 2011 APHG exam @

https://secure-media.collegeboard.org/apc/ap11_frq_human_geography.pdf

ADDITIONAL QUESTION RELATED TO THE EVENTS OF 9/11/01

Most (90 plus %) of our APHG students are now too young to remember the events of 9/11/01 or as 9th graders today were not yet even born (scary to think). That being said, the concept/topic of terrorism, its causes and consequences appear very clearly in our APHG textbooks.

Have students think about these causes and consequences. Form a Human Geographic context, what are the impacts of terrorism on their day to day lives. Once again, from an economic, political, social/cultural and even an environmental perspective, why is terrorism a topic relevant in our course (political geography unit) and how might a question(s) be crafted that would show up on our exam.

I tend not to show any video of that day's events but feel free to do so if you feel it adds value to the discussion/conversations you might have in your own classroom. Clips from NBC's The Today Show from that day which you can find on youtube.com might be appropriate.

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