

# AP<sup>®</sup> Human Geography Bell-Ringers

By Ken Keller

PRODUCED BY THE NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION

APHG Bell Ringers for the week of September 4, 2017

---

## Hurricane Harvey

Everyone at the National Council for Geographic Education is thinking about the teachers and students effected by the impacts of Hurricane Harvey. Our colleagues in Texas and in Louisiana will need our ongoing support to help them get back on their feet both in and out of the classroom.

---

## Notes from Ken

Questions? Contact Ken at [kkeller1976@comcast.net](mailto:kkeller1976@comcast.net)

Questions related to Unit 1 and then to begin Unit II, Population and Migration. I have included FIVE bell ringers even though we are on a four day week this week

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

---

## Question 1

As I always tell my students, “*geography is everything, everything is geography.*” To feed off of this mantra: How does the impact of a weather event such as Hurricane Harvey connect/correlate to concepts learned in AP Human Geography?

Have students fill in the following chart to have them represent and then discuss these connections. Add a sixth column to the far right to represent other concepts that might come up in discussion that relate to our course such as: food production, change to urban/cultural landscape, politics, etc.

Infrastructure	Economics	Migration	Characteristics of Place	Environmental

## Question 2

Using **www.geoguessr.com** to analyze and determine geographic location along with cultural landscapes.

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 a cultural landscape analysis project and having your students become “windshield geographers” please e-mail Ken for further details.

---

## Question 3

Match the following countries as to whether or not they are dealing with an over population or under population problem?

- 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 the attached article from the NY Times which describes China’s rationale for their changing population policy over the years:

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

---

## Question 4

What are demographers discussing when they represent or show the TFR of a country?

\*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 JUST RELEASED 2017 Data Sheet.

[http://www.prb.org/pdf17/2017\\_World\\_Population.pdf](http://www.prb.org/pdf17/2017_World_Population.pdf)

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

South Sudan

Greece

Niger

Burundi

Taiwan

Democratic Republic Congo

Chad

Somalia

South Korea

Portugal

Singapore

---

## Question 5

What is the difference between arithmetic, physiologic and agricultural density?

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

---

### ABOUT THE NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION

**The National Council for Geographic Education is a nonprofit membership organization that works to strengthen the quality and effectiveness of geography teaching and learning.** We provide a global forum for educators of all levels to exchange ideas and engage in professional learning opportunities to improve their geography teaching practice. We provide the organizational structure needed to advance research in geography education. We publish journals, the National Geography Standards, and a variety of materials for diffusing research and best practices on geography education. We recognize exceptional educators and supporters in geography education. We lead and support a variety of educational and creative programs to support our members and advance global literacy.

**Questions?** Email us at [ncge@ncge.org](mailto:ncge@ncge.org)