

AP[©] Human Geography Weekly Bell-Ringers



A free resource provided by the
National Council for Geographic Education

APHG Bell-Ringers for the week of November 16, 2015--Geography Awareness Week! The theme for Geography Awareness Week 2015 is "Explore! The Power of Maps"
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*Students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry ☺

Celebrate and explore the power of maps November 15 - 21, 2015. Spatial thinking through maps is one of the most important skills that students can develop as they learn geography, Earth and environmental sciences, and so much more. From: <http://education.nationalgeographic.com/programs/geographyawarenessweek/>

Question #1: Have students choose ONE map from the following website titled, "100 Years of National Geographic Maps--The Art and Science of Where." Have students analyze and discuss the importance of the "spatial perspective/why of where" related to these maps.

As an enrichment, you can ask your students this question: Why did National Geographic choose these particular maps to highlight on their mapping cartographic history website in celebration of 2015 Geography Awareness Week?

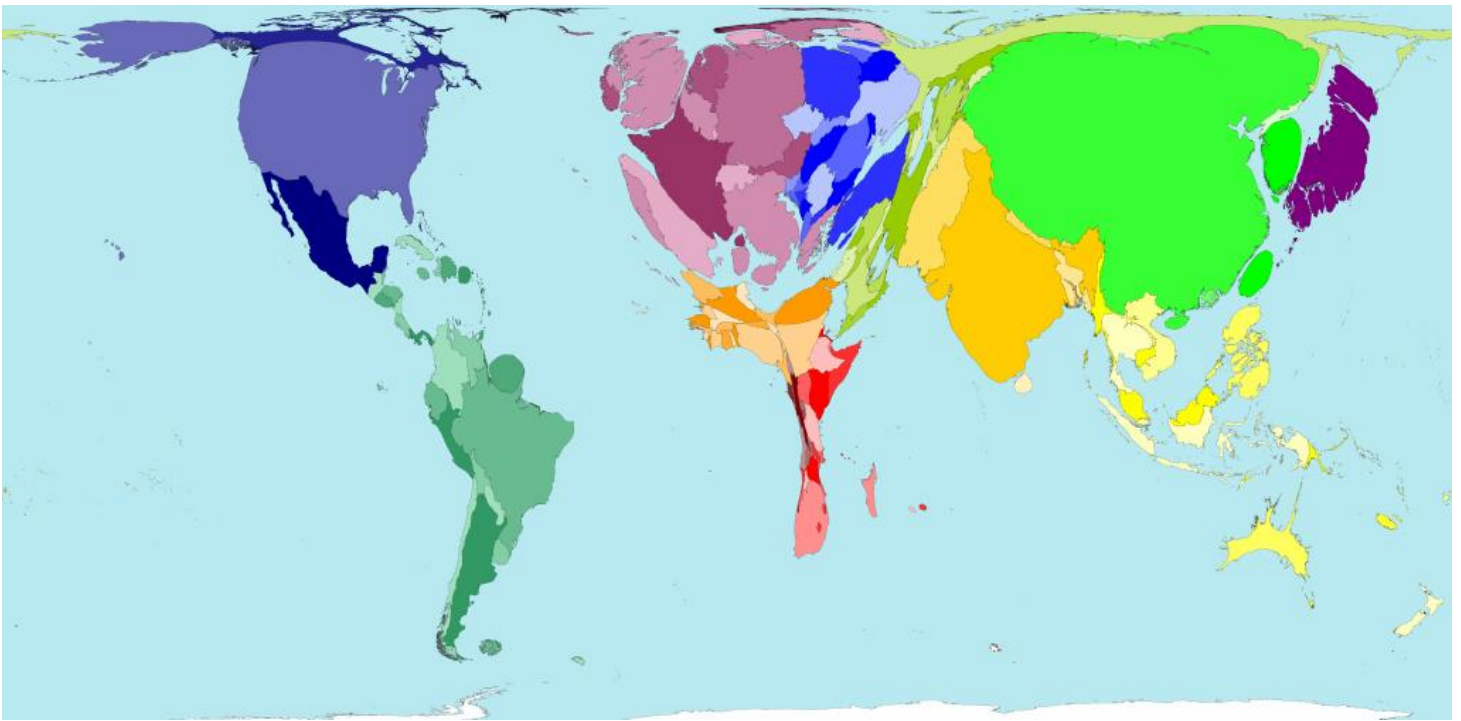
<http://news.nationalgeographic.com/2015/01/150123-maps-mapping-cartography-history-national-geographic-centennial/>

Question #2: Why are the countries and associated cities noted on this tourism map considered to be highly desirable destinations?

<http://brilliantmaps.com/top-100-tourist-destinations/>

As an extension, ask students to draw/create a map of their most desired destinations to travel to, OR, the last 5 places they have visited. You can also have your students discuss the economic impact of tourism in specific countries, and/or tourism's connection to levels of development in the countries.

Question #3: Cartograms reflect some of the most powerful maps that geographers can use to represent and analyze data. Ask students to identify what they believe the following cartogram represents (meat consumption per capita) and any correlation (both positive and negative) they can connect to this pattern.



As an extension, students can look at and analyze many more cartograms which can be found at the following website: www.worldmapper.org (the world as you've never seen it before ☺).

Question #4: What is the problem with the following maps? Why is it important for the media to “get it right” when it comes to relaying information to the public via maps?





As an enrichment, students can be asked to discuss the reliability of the following statement, “all maps lie and misrepresent information at some scale.”

As another follow up to this, you can show the following clip from John Oliver’s HBO program “Last Week Tonight” which is a compilation of some of the “geographic mistakes” the media might make in their coverage of the news.

<https://www.youtube.com/watch?v=Pu1PRyGKqgl>

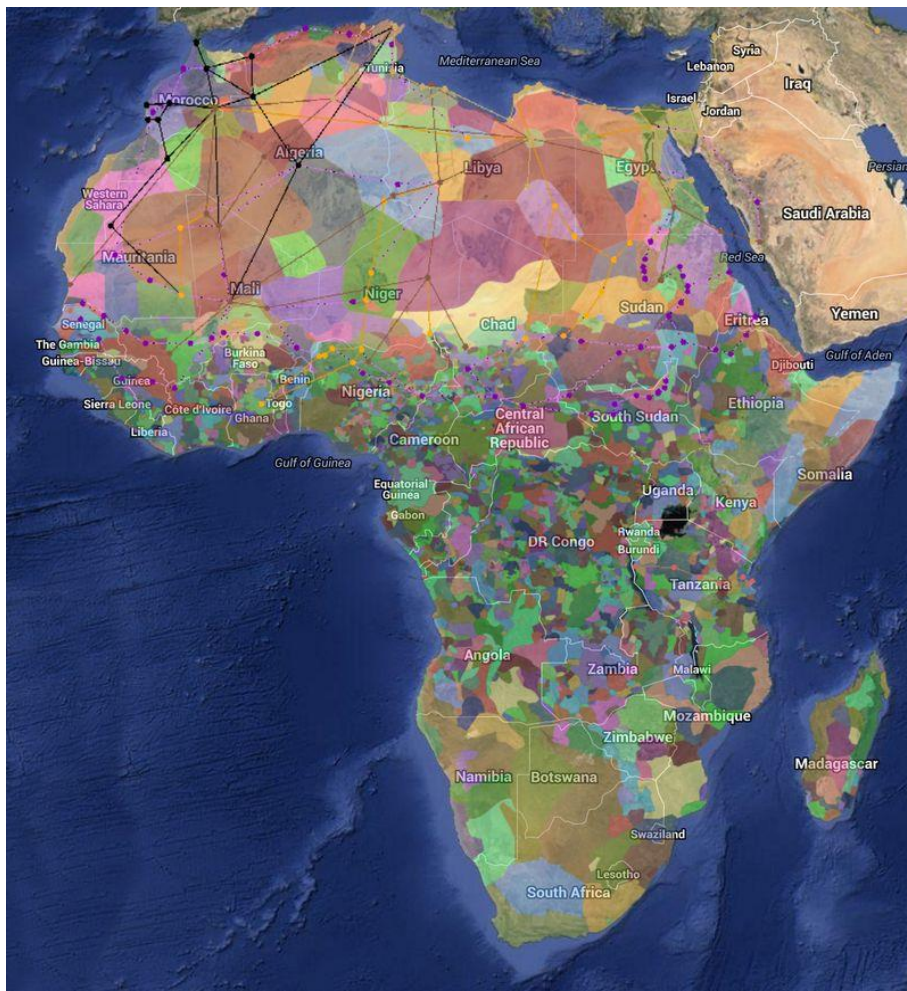
You can also use this popular clip from The West Wing TV show which reflects the “social justice” aspect of map projections in relation to using the Peters Projection as a way to represent Africa at its true size.

<https://www.youtube.com/watch?v=eLqC3FNNOaI> (3:57)

The same analysis can be done by having students look at the following map depicting Africa's true size:



Here is an interesting map of Africa's diversity: <http://www.vox.com/2015/11/10/9698574/africa-diversity-map>. This could probe a discussion about ethnic conflict.



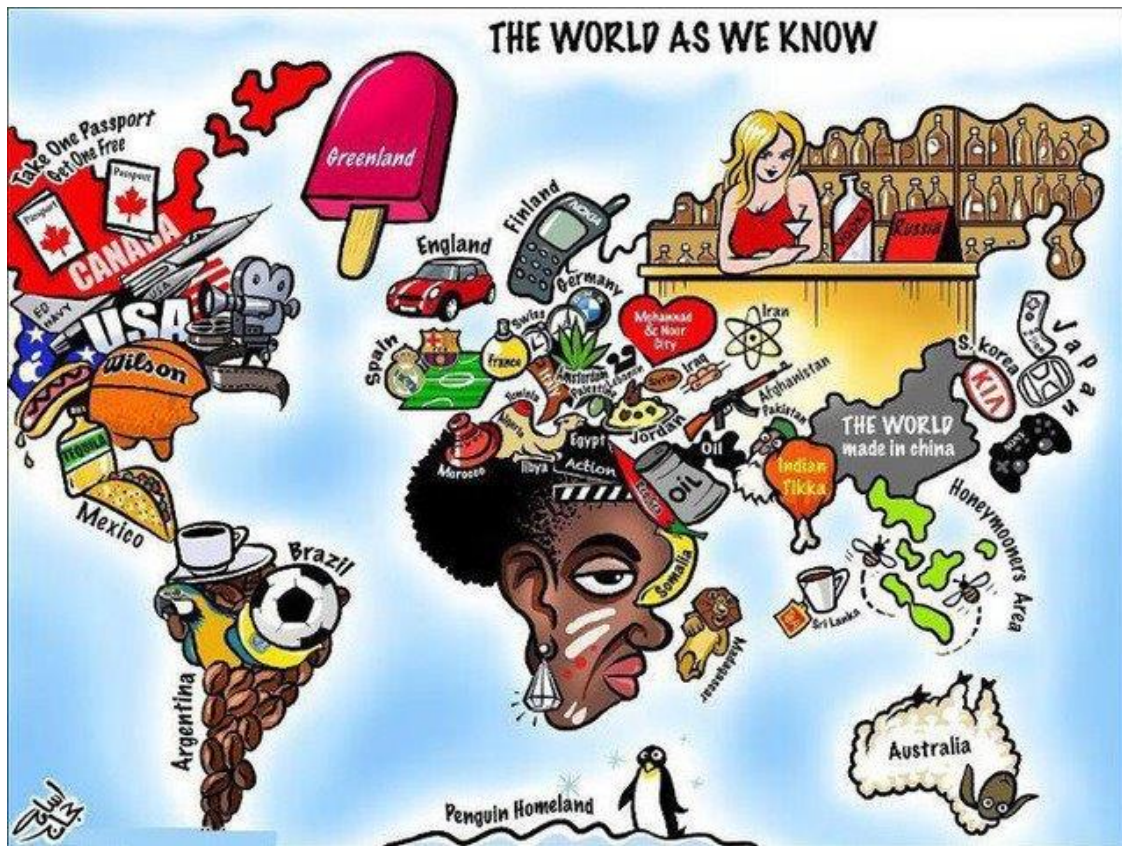
Question #5: Have students take a look at one of my favorite maps of all time--this perceptual map of the world titled, "How the United States sees the World?" (from 2005). Ask students to identify and discuss the perception and associated truths and lies associated with this map.



The world according to the United States of America

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Additionally, students can also use the following perceptual map to do the same analysis:



As an added bonus, here is a short video titled, “25 Maps That Will Change The Way You See The World”: https://www.youtube.com/watch?v=SXB1Z_CxBK0 (3:41)

Ask students to choose one or two to evaluate and question/justify their perception of the world at different scales based on their observations.