

APHG Bell Ringers for the week of AUGUST 21, 2017

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Welcome back to another school year. APHG is now in its 18th season. It is currently the fastest growing AP course! I look forward to providing you with weekly/daily bell ringers and initiations for your students. To get them actively engaged in learning about our fascinating and very relevant discipline. Feel free to contact me with any questions, etc. Have a great school year. And remember, students should always be prompted, probed, so to speak, to answer the WHY question when responding to geographic inquiry ☺ Second law of geography = “spatial perspective, why of where.” KK

UNIT 1: NATURE AND PERSPECTIVES OF GEOGRAPHY

Question #1: What does it mean to you to be “geographically literate”?

The national geography standards (*Geography for Life*) provide guidance for this question in terms of what students should know and can do. What basic knowledge, skills and perspectives do students expect to gain from this class?

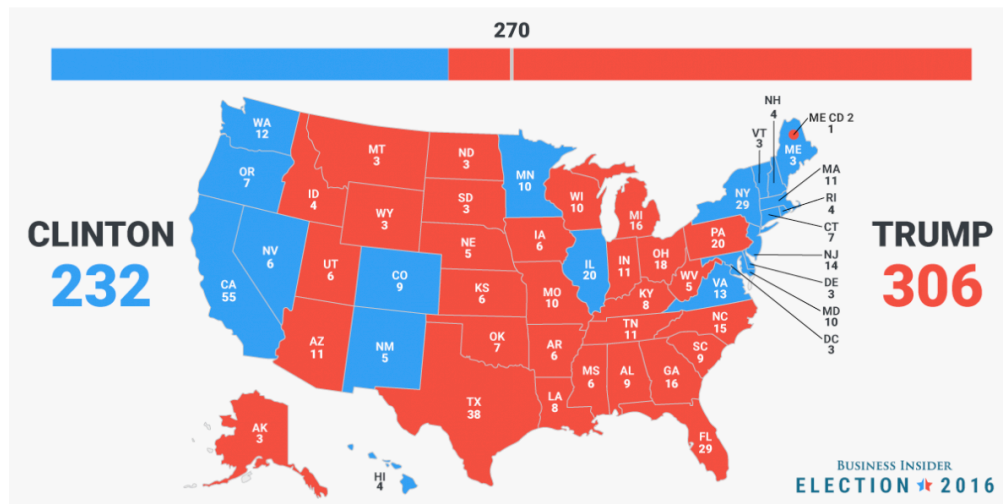
Question #2: What is the significance of the following quote, “time is to history as space is to geography?”

Ask your students what historical events would be important to know about in a human geography class? For more information on the strategy of teaching a history catch-up unit as an introduction to this course please send Ken an e-mail.

Question #3: What is the farthest distance you are willing/able to walk? If there were no cars or other transportation, what could you get to on foot from your house at this distance? What would your life be like to live only within a circular area with this distance as the radius?

You can modify this for physically disabled students if necessary. Discuss why the concept of distance is so important when studying geography. You can introduce the concept of *distance decay* as the first law (Tobler’s Law) of geography. Also, in this example you can have students note barriers they may face if trying to walk from point A to point B (ex. no sidewalks or easy crosswalks, major dividing highways, private property, etc.) How do these barriers impact connections/relationships?

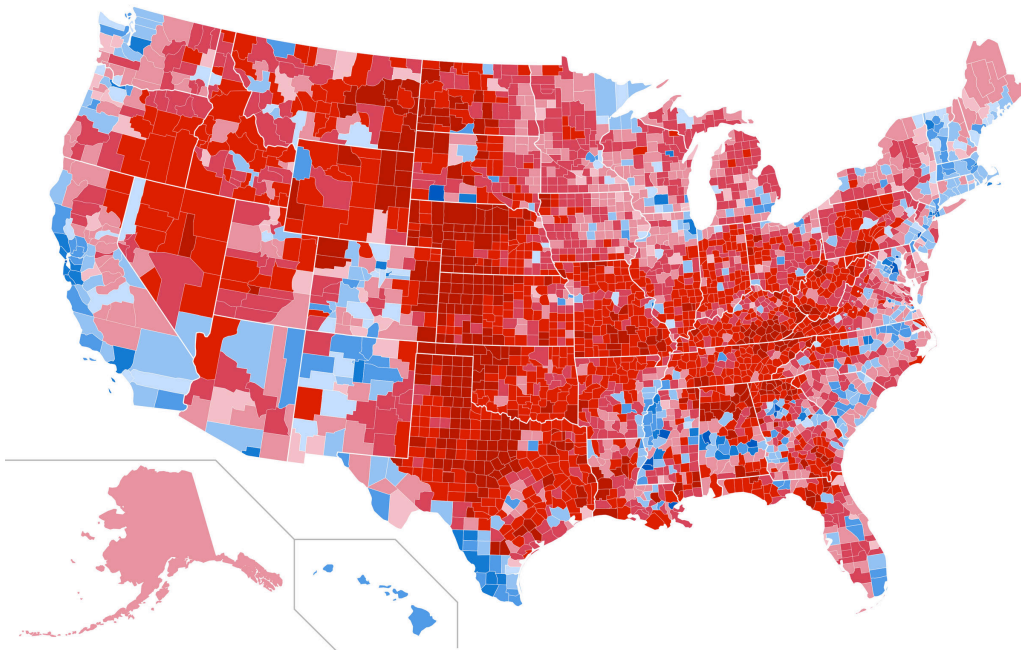
Question 4: Identifying and discussing the *scale* of analysis and data aggregation.



State choropleth 2016 U.S. Presidential election results

Blue = Democratic victory based on electoral votes

Red = Republican victory based on electoral votes



County Choropleth 2016 U.S. Presidential election results

Blue = Democratic victory based on those in county who voted democratic

Red = Republican victory based on those in county who voted republican

Why does the study of scale matter so much for a geographer? You can have students offer ideas for what information they might gather if they were to change the scale of analysis or how data is aggregated for this topic. For example, the number of people of a certain ethnicity who live in a state, county, municipality, etc. who might vote for a certain candidate and associated political party. What would happen if percentages were used to aggregate data versus using raw numbers? What happens when you compare rural counties to urban counties. You can also have students look at ethnic diversity maps by state and then by county, etc. How does the perception of reality change?

Question #5: What are some ways in which maps can distort or omit information or even blatantly deceive a novice map-reader?

You can show these clips from YouTube to get the conversation started:

“The West Wing” - Why are we changing maps? <https://www.youtube.com/watch?v=vVX-PrBRtTY> (4:00)

AND:

What are continents? <https://www.youtube.com/watch?v=3uBcq1x7P34> (3:49)

AND/OR have students take a tour of the following website(s):

www.truesize.com

<http://www.ifitweremyhome.com/>

Ask students how taking these tour(s) may have changed their perception of reality?

Why might a website such as this be useful to a geographer.

EXTENSION:

Solar Eclipse Geography:

Some great resources related to the August 21, 2017 full solar eclipse @

<https://blog.education.nationalgeographic.com/2017/08/06/this-week-in-geographic-history-solar-eclipse/>