

Welcome!

Let me start by saying, I. LOVE. TEACHING. THIS. COURSE. It combines (and relies) on your knowledge from your World History and US History courses and builds real-world examples and new vocabulary into your learning. We will be studying familiar (hopefully) things/events in a new light. You will become a spatial thinker and increase your global awareness. To do this, I ask that over the summer you prepare yourself. **CPS has a**

LATE start date. This means we are starting school 3-5 weeks after most other schools, yet we all take the AP HUMAN GEOGRAPHY EXAM on the same date. We will move quickly, so we have time to review, but I need you to start class with just the basics.

Checklist:

1. _____ Part 1- Current Events, see following pages
2. _____ Part 2- Create Maps, see following pages
3. _____ Part 3- Study countries' locations, see following pages
4. _____ Part 4-Types of Folk Housing, see following pages
5. _____ Part 5- Create Vocab Cards, see below
6. _____ Part 6-Set up your class binder, see below
7. _____ Part 7- Sign up for Remind- go to "Summer!" on website and follow instructions
8. _____ Part 8- Complete the first Key Issues

Other: PLEASE familiarize yourself with the class website.

Look at how the pages are set up, where you can find reviews, how to contact me, etc. Also, start purchasing review books or apps-do this NOW. Not in April. START EARLY, BE PROACTIVE!!

All links in your homework can be found on the website.



hubbardaphug.weebly.com

HHS AP Human Geography
Summer Homework SY17-18

Name: _____

DUE DATE: _____

A large part of being successful in AP Human Geography is having a base knowledge of the globe, important places, important physical features, and key terms. You will need to complete the work in this packet over the summer in order to help you learn these skills. During the first Six Weeks (typically week two or three), you will have to take a test over content material of this packet. Make sure not to leave it until the end of the summer to complete the assigned work.

PART 1. Watch the WORLD News regularly Watch and pay attention to WORLD news during the summer or download an app like BBC, CNN, *NY Times*, *The Week Magazine* and follow the news on your cell phone/iPad. Become aware of current world events and WHERE these events are happening. This is essential to understanding human geography.

A. What are **FIVE** current world events (not in the US) you learned about this summer? Briefly explain what the event was about, when it occurred and what country it occurred in.

Current Event	Explanation of event	COUNTRY the event occurred in
#1 DATE:		
#2 DATE:		
#3 DATE:		
#4 DATE:		
#5 DATE:		

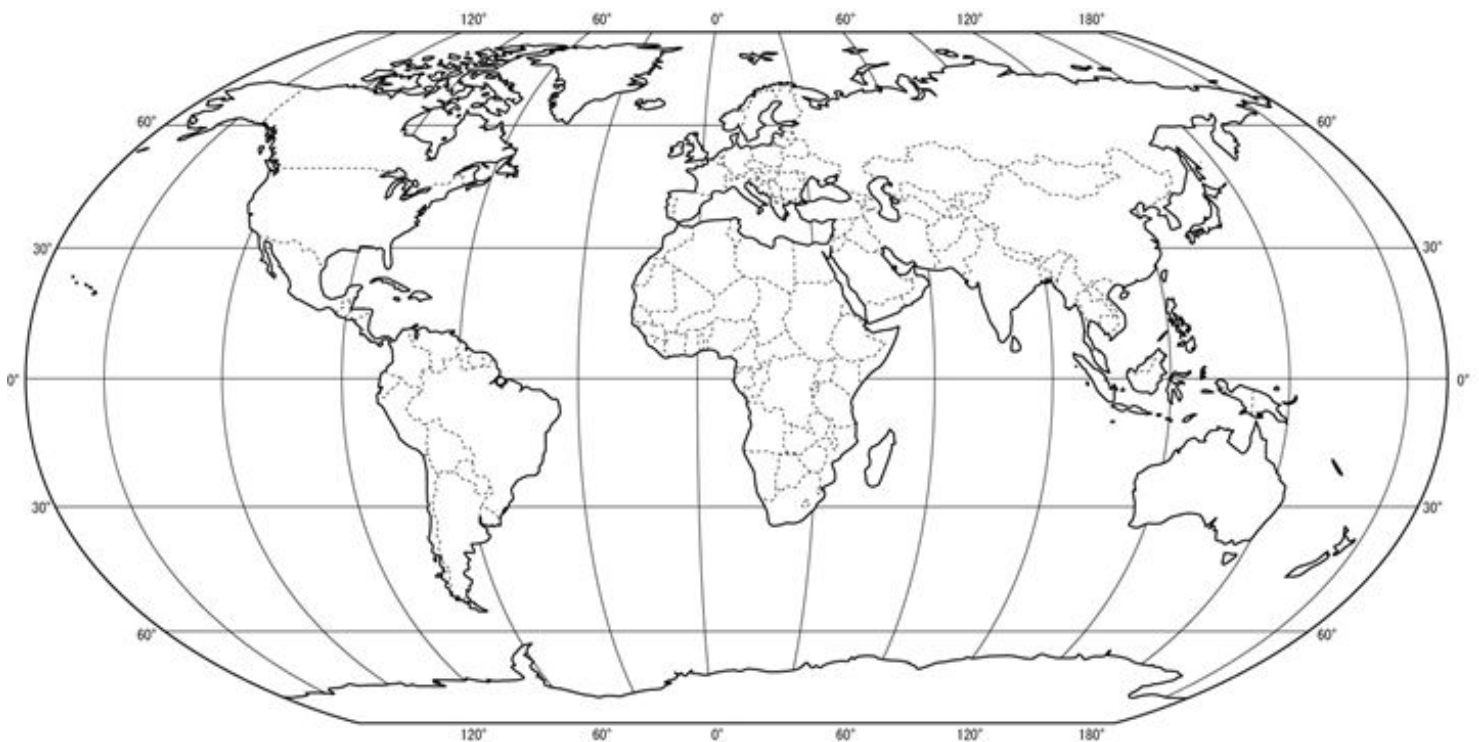
PART 2: MAPS-make some maps.

1. Basic Mapping Skills Suggested Websites for practice:

- Sheppard Software: <http://www.sheppardsoftware.com/Geography.htm>
- iLike2Learn: <http://www.ilike2learn.com/>
- National Geographic Maps: <http://maps.nationalgeographic.com/maps>
- Study Stacks <http://www.studystack.com/flashcard-191449>

Map #1: Physical Geography-Create a map

Directions: Use the categories below to **create a key identify and label** the physical geographic features on the map.



Discuss the importance of river civilizations:

<u>Continents</u>	<u>Oceans</u>	<u>Mountain Ranges</u>	<u>Rivers</u>	<u>Deserts</u>
North America South America Africa Europe	Arctic Ocean Atlantic Ocean Indian Ocean Pacific Ocean Southern Ocean	Andes Caucasus Himalayas Rockies Urals	Amazon River Ganges River Indus River Nile River Tigris River	Atacama Desert Gobi Desert Kalahari Desert Namib Desert Sahara Desert

Map #2: MDC's vs. LDC's (continents) Create a map

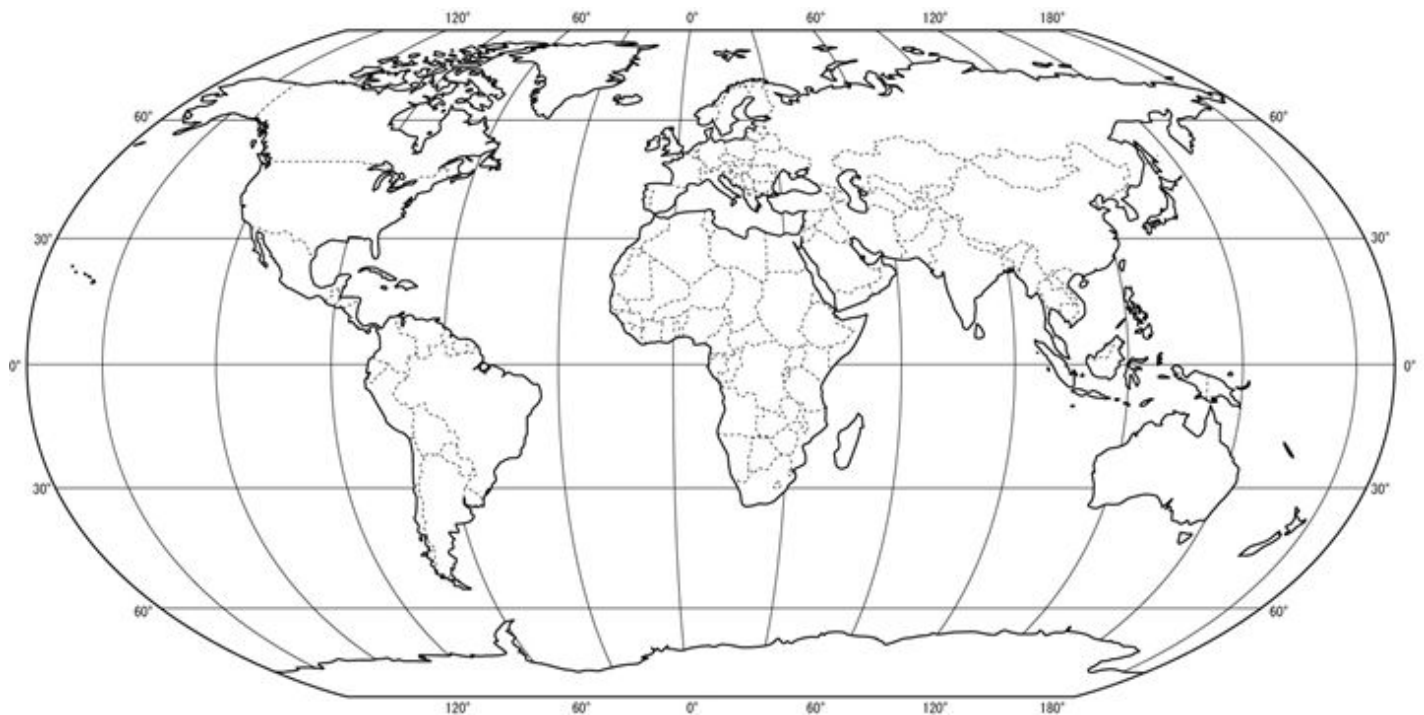
Directions: Use the categories below to **create a key** and create a map of MDCs, NICs, and LDCs.

Three types of countries exist in the world today. Geographers no longer use the terms 1st world, 2nd world and 3rd world. Acceptable terminology includes:

- More Developed Country (MDC); More Economically Developed Country, Core or Developed.
- In-Transition, Newly Industrialized Countries (NICs), or "BRICSA" (acronym).
- Less Developed Country (LDC), Less Economically Developed Country (LEDC), Periphery or Developing.

Memorize the location of each of these countries (states)

<u>Continents</u>	<u>MDC/MEDC/Core/Developed Countries</u>	<u>In-Transition Countries, NICs or "BRICSA"</u>	<u>LDC/LEDC/Periphery/Developing Countries</u>
Africa Antarctica Asia Europe North America Oceania South America	Australia England France Norway Sweden USA	Brazil Russia India China South Africa	Argentina Bangladesh Egypt Nepal Syria Zimbabwe



Map #5: Latitude and Longitude Map Latitude and longitude are imaginary lines which are universally accepted as coordinates for locating specific places on the earth. **LATITUDE lines** are also called *parallels* because they are parallel to the **equator**. The equator is the dividing line which runs around the earth in an east-west direction and is used as the starting point in measuring latitude or distances **north and south**. Latitude is measured from 0° at the equator to 90° at the North or South Pole. For example, 50° N means the place is located 50 degrees north of the equator.

Besides the equator, other important lines of latitude include the Tropic of Cancer at 23.5° N, Tropic of Capricorn at 23.5° S, the Arctic Circle at 66.5°N and the Antarctic Circle at 66.5° S.

LONGITUDINAL lines are also called *meridians* because they are based off of the **Prime Meridian**. The Prime Meridian (and the International Date Line) is the dividing line around in the earth in a north-south direction and is the starting point in measuring longitude or distances **east and west**. Longitude is measured using east and west directions starting from 0° at the Prime Meridian to 180° at the International Date Line. For example, 105° E means the place is located 105 degrees east of the Prime Meridian.

When giving latitude and longitude coordinates, latitude always goes first.

Latitude and Longitude Map 1. On the map below: (consult an atlas if needed)

A. Label the following:

- | | | |
|------------------|-----------------------|--------------------|
| · Equator | · Tropic of Cancer | · Arctic Circle |
| · Prime Meridian | · Tropic of Capricorn | · Antarctic Circle |

B. Highlight the lines of latitude in yellow and the lines of longitude in pink.

C. Color in the **tropics** (area between the Tropic of Cancer and Tropic of Capricorn) green.

D. Create a key that explains what the colors on the map represent.



Map #6: Grid Map Locations Use the grid to answer/complete A-F

A. Label the degrees of the missing lines of latitude between 0° and 90° N and S.

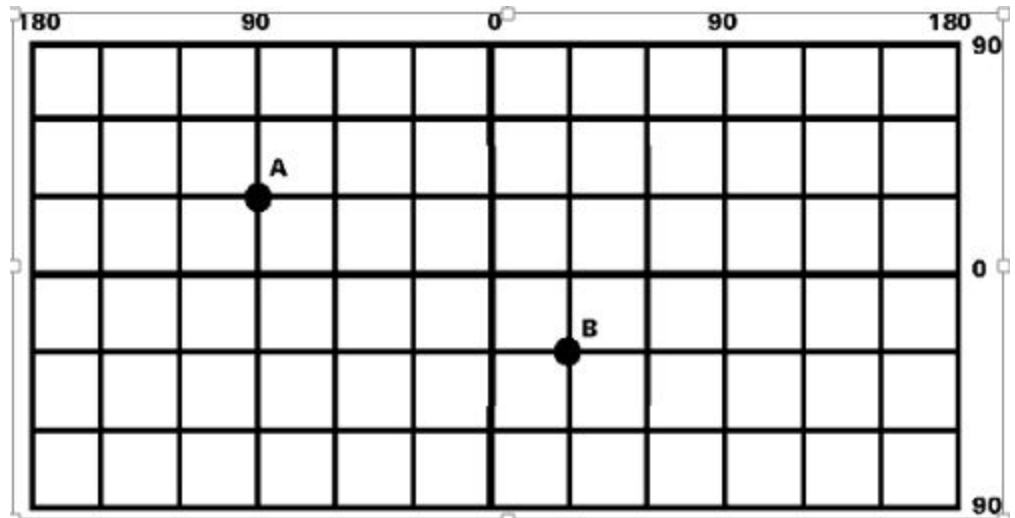
B. Label the degrees of the missing lines of longitude between 0° and 180° E and W.

C. What are the coordinates of point A?

D. What are the coordinates of point B?

E. Locate a point at 60° S and 150° W. Mark it C.

F. Locate a point at 45° N and 90° E. Mark it D.



Map #7 Latitude and Longitude Map 2: Use the map below to complete questions G-O.

G. Is Mexico north or south of the equator?

H. Name one country located west of 70° W.

I. What country is located almost entirely between 10° S and 20° S?

J. All of Canada is located north of which parallel?

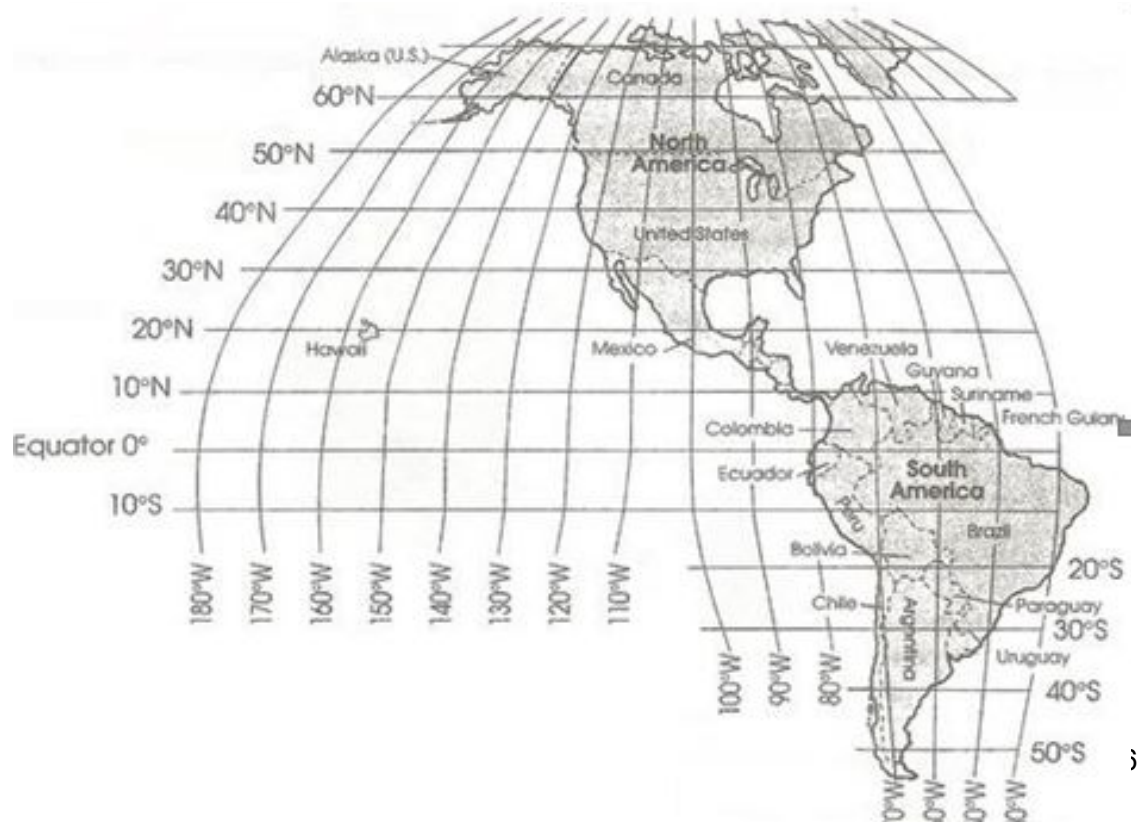
K. What country is located at 5° S, 55° W?

L. What country is located at 35° N, 95° W?

M. Give the degrees of latitude that Chile is located between.

N. Where are the approximate coordinates of Uruguay?

O. What country is located at 20° N, 155° W?

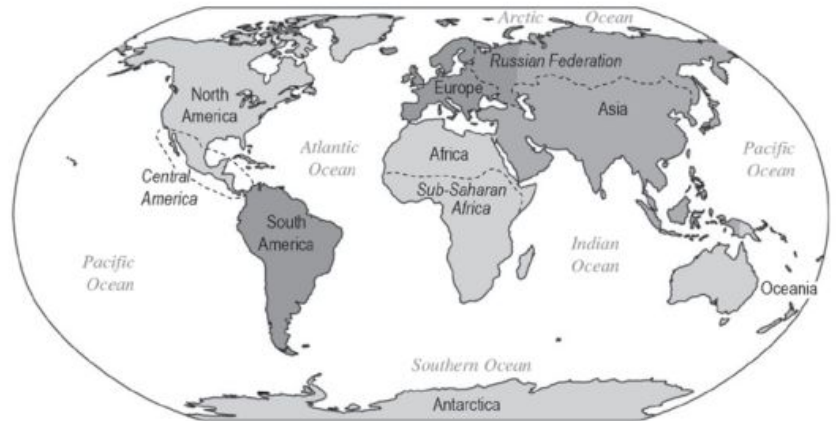


Map #9: AP Human Geography Regions Regions are a highly contested yet critical concept in the study of human geography and can be studied as they relate to space, place, and location. Regions allow us to generalize about a common characteristic so we can better group them. Human geography is not just concerned with describing cultural patterns, but with examining how they came about and their meaning.

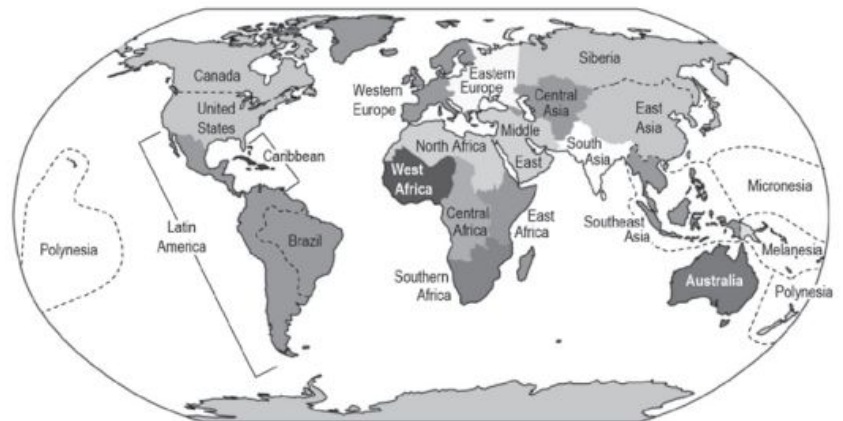
For the AP Human Geography Exam, you should look at regions as objects to investigate and explore so you can move beyond just locating and describing regions on a map. You should also think about the history of not just the country, but the people who live there now and those who migrated from other places. That research will reveal much about that region and the evolving nature of the planet in which we live.

On the map below, recreate the 2nd map from the college board, shown at the right. **Draw** your borders, **identify** and **label** the different regions. Commit to memory!

AP Human Geography: World Regions — A Big Picture View



AP Human Geography: World Regions — A Closer Look



Part 3: Quiz Yourself-Countries of the World

Throughout the school year, you will have periodic quizzes on the countries of the world to help you learn their names. Get a jump start! Below is a list of websites that have fun geography games to help you learn the countries of the world. Play them again and again to improve your score.

- <http://www.lizardpoint.com/fun/geoquiz/>
- <http://www.jetpunk.com/quizzes/how-many-countries-can-you-name.php>
- <http://www.sheppardsoftware.com/Geography.htm>

Part 4: Folk Housing Types

Take notes in your binder. Create two-column/cornell notes? Or however you like. FOCUS: what is folk housing? How does it differ from region to region? DRAW AND EXPLAIN EXAMPLES.

Go to the website and open “Cultural Landscape: Folk Housing” under Summer Homework.

Answer the questions below.

1. Give a simple definition of **cultural landscape**:

2. Give a simple definition of **folk housing** (what is it? What is it influenced by?):

3. List four ways popular housing (think today’s suburbs) are different than folk housing (as seen in the three regions provided in this lecture:
 - a.

 - b.

 - c.

 - d.

4. **Popular Housing Types:** look these up and categorize them by region or time period of popularity, **MAKE A H=CHART BELOW**; add to your notes. Much like you did earlier, draw a picture and explain this housing type. o Bungalow o Ranch o Split-Level o Minimal Traditional o Neo-Tudor o Neo-Colonial o Single vs. Double Pile

5. Which is closest to your housing style?

Part 5 VOCAB

Complete the flashcards for the first four units.

- Study the vocab
- Study the vocab
- Study the vocab
- Study the vocab

→ **How do I complete it?** Use or textbook or use quizlets that are made using the de Blij 10th or 11th edition or Cultural Landscape Rubenstein 11th edition. If you Google the word, make sure to add “ap human geography” after it to get the definition related to our class. **Due first day of class.**

***A stockpile of index cards will be needed for the duration of the year. Please gather these resources prior to the start of the year (they are usually on sale during the summer). This will be the most vocabulary you cover in any AP course while you are at high school!**

VOCABULARY FLASHCARDS INSTRUCTIONS. FOLLOW THESE THROUGHOUT THE SCHOOL YEAR

Follow these directions for your vocab. Vocab is listed on the opposite side.

- Use 4” x 6” index cards (i suggest different colors for the different units)
- Turn in each set on the day of each unit test, held together with rubber bands OR flash card binder rings (see image to the right)
- Front side of card**
 - term, concept, phrase, or name
 - a sketch, picture, or symbol to represent the definition
 - chapter and page number where found (you can SKIP THIS for the summer vocab!)
- Back side of card:**
 - Complete thoughts that explain and clarify the concept on the front of the card. Be sure to *define*, *list significance* and/or *analyze significance*.
 - Keep information brief and summarized. Use abbreviations when necessary.
 - Try to use your own words. It will be easier for you to remember.
- Save all cards in your binder OR a bag or box to review continually throughout the year.



→ BUT WHY, MS. O?

Students often underestimate the class, it is reported to be the “easiest” AP class but you are learning **a LOT of NEW** vocabulary. It is essential to learn it as early as possible. If you start the year with knowing most of the words FROM THE FIRST HALF OF THE CLASS, I’m hoping the rest will be easier. We will sometimes have time to work with these.

Vocabulary Lists:

Unit 1: Nature and Perspectives

atmosphere	biosphere	cartography	climate	concentration
connections	conservation	Contagious diffusion	Cultural ecology	Cultural landscape
culture	density	diffusion	Distance decay	distribution
ecology	ecosystem	Environmental determinism	Expansion diffusion	Formal region (uniform or homogenous region)
Functional region (nodal region)	Geographic information systems (GIS)	Global positioning system (GPS)	globalization	Greenwich mean time
hearth	Hierarchical diffusion	Housing bubble	hydrosphere	International dateline
latitude	lithosphere	location	longitude	map
Map scale	Mental map	Meridian	network	Nonrenewable resource

parallel	pattern	place	polder	possibilism
preservation	Prime meridian	projection	region	Regional studies
Relocation diffusion	Remote sensing	Renewable resources	resource	scale
site	situation	space	Space-time compression	Stimulus diffusion
sustainability	toponym	Transnational corporation	Uneven development	Vernacular region (perceptual region)

Unit 2a: Population

Total fertility rate (TFR)	demography	Population density	Arithmetic population density	Physiological population density	Population distribution
census	Thoma Malthus (Malthusian Theory)	Neo-Malthusian Theory (include Paul Ehrlich)	Doubling time	Natural increase (NIR)	Crude birth rate (CBR)
Crude death rate (CDR)	Demographic transition model	Stationary population level	Population pyramid	Infant mortality rate (IMR)	Child mortality rate (CMR)
Life expectancy	Infectious diseases	Chronic or degenerative diseases	endemic	epidemic	Vectored infectious disease
pandemic	AIDS	Expansive (pro-natalist) population policies	Eugenic population policies	Restrictive (anti-natalist) population policies	One-Child Policy

Unit 2b: Migration

migration	immigration	Emigration	Push factors	Pull factors
refugees	Forced migration	Intervening obstacle	Voluntary migration	Intraregional migration
Interregional migration	Brain drain	counterurbanization	International migration	unauthorized/undocumented immigrants
Chain migration	circulation	mobility	Net migration	quotas
Internal migration	Gravity model	Ravenstein's Law of Migration		

Unit 3: Political Organization of Space

- | | | |
|---------------------|-----------------------|-------------------------|
| 1. Anocracy | 10. Elongated State | 19. Multinational State |
| 2. Autocracy | 11. Federal State | 20. Nation-State |
| 3. Balance of power | 12. Fragmented State | 21. Perforated State |
| 4. Boundary | 13. Frontier | 22. Prorupted State |
| 5. City-State | 14. Gerrymandering | 23. Self-determination |
| 6. Colonialism | 15. Imperialism | 24. Sovereignty |
| 7. Colony | 16. Landlocked State | 25. State |
| 8. Compact State | 17. Microstate | 26. Terrorism |
| 9. Democracy | 18. Multiethnic State | 27. Unitary State |

Unit 4: Development

- | | | |
|---------------------------|---|------------------------------------|
| 1. Special economic zone | 7. World Bank | 12. Globalization |
| 2. Export processing zone | 8. Fair Trade (definition and example of a company) | 13. Quaternary economic activities |
| 3. Commodity | 9. Income disparity | 14. Quinary economic activities |
| 4. Commodification | 10. Weber's Least Cost Theory | 15. Formal economy |
| 5. NAFTA | 11. Rostow's Modernization Model | 16. Informal economy |
| 6. Maquiladora | | |

17. Transnational corporation (definition and example of a company)
18. Commodity chain
19. Neocolonialism
20. Capital
21. Development
22. HDI (Human Development Index)
23. Gross Domestic Product (GDP)
24. Primary Sector
25. Secondary Sector
26. Tertiary Sector
27. Productivity

28. Gender-Related Development Index (GDI)
29. Gender Empowerment Measure (GEM)
30. Foreign Direct Investment (FDI)
31. Transnational Corporation
32. Structural Adjustment Program
33. Fair Trade
34. Demand
35. Life expectancy
36. Value Added
37. Gender inequality Index

38. Millennium Development Goals
39. Supply
40. Uneven Development

***If a word or concept appears in multiple lists, please contextualize it, i.e. what does THAT word mean to THAT unit?**

Part 6 BINDER Set up your binder.

→ How do I complete it?

Yes, you need one. Yes, it needs to be ONLY for this class. **Due first day of class. Use the** following divisions, please divide with plastic dividers and/or tabs, some students find it helpful to use the ones with built in folders:

1. **SUMMER WORK**
2. **MAPS** (you can put them there as you complete them)
3. **FLASHCARDS** (suggestions: get binder rings and different color index cards for each unit)
4. Unit 1: Nature and Perspectives
5. Unit 2: Population and Migration
6. Unit 3: Political Organization of Space
7. Unit 4: Development
8. Unit 5: Agriculture & Rural Land Use
9. Unit 6: Industry & Services
10. Unit 7: Cities & Urban Land Use
11. Unit 8: Cultural Patterns & Process

Part 7 Sign up for remind. Go to “Summer” on website and follow

Welcome to your first Key Issues (KIS)!

These are ALWAYS DUE WITHIN THE FIRST FEW DAYS OF BEGINNING A NEW UNIT.

Use your textbook to answer the following.

Hints, suggestions, and how-to:

- These become your class notes....if you need to add to them in class, I suggest using post-its-so stock up now!
- Resist the urge to google. YOU need to interact with the material. For almost all of you, thinking geographically will be a challenge at first. Don't worry if you have some wrong...this is as much reading comprehension as it is training your brain to think spatially.
- Complete ALL OF IT, ESPECIALLY MAPS AND CHARTS
- If you have a question-see me! Before school, during lunch. I'll help you through it.
- May I suggest **highlighting** vocabulary when you use it in your answer and when the questions has it?

Thinking Geographically: Key Issue 1

How Do Geographers Address Where Things Are?

Rubenstein, pp. 2-13

Directions: Answer the following questions using the text, illustrations and sidebars within the textbook.

MAPS

1. Give two examples of early mapmaking and its (unusual?) materials for the maps.

(a)

(b)

2. In what two ways are maps used? Explain.

(a)

(b)

3. Who was the first to use the term "geography."

4. Provide an example of developments in geography for each of the following:

• Chinese

• Muslims

• Age of Discovery (16th Century)

5. Define **scale** and its three types:

(a)

(b)

(c)

6. What is the advantage of a map which shows only a small portion of the earth's surface like a neighborhood?

Is this type of map a large or a small scale map?

7. What advantage does a map which shows the entire globe have?

8. When geographers convert the round earth to a flat map, they use a projection. All projections have some distortion. List and describe the four things that typically become distorted in various projections.

(a)

(b)

(c)

(d)

9. Two important projections are the Mercator and the Robinson. Complete the table below to compare their advantages and disadvantages.

<u>Projection</u>	<i>Advantages</i>	<i>Disadvantages</i>
<i>Robinson</i>		
<i>Mercator</i>		

10. Explain the difference between latitude and longitude.

11. Identify where you would find the Prime Meridian and its purpose and the Equator and its purpose.

12. What happens when you cross the international dateline? What does it follow?

CONTEMPORARY TOOLS

13. Geographers use a GIS (Geographic Information System) is used in regards how in terms of data?

14. Define remote sensing and explain how it is used.

15. Remotely sensed images consist of pixels. What is the smallest area on the surface of the earth that can be scanned as a single pixel?

16. List several things that geographers can map using remotely sensed data.

17. Complete the following regarding a Global Positioning System.

(a) Elements/components...

(b) Uses/implementation...

1.

2.

3.

4.

Thinking Geographically: Key Issue 2

Why Is Each Point On Earth Unique?

Rubenstein, pp. 14-19

• PLACE: UNIQUE LOCATION OF A FEATURE

1. Define toponym and provide an example of the toponym of a place you would most like to visit:

2. Identify four ways in which places can receive names and provide an example of each.

a)

b)

c)

d)

3. Identify two reasons for which places sometimes change names

a)

b)

4. Define site:

5. List three site characteristics of Chicago:

a)

b)

c)

6. Complete the following sentence about site:
Human actions can _____ the characteristics of a site.

7. Define situation:

8. Explain the situation of Chicago:

9. What role do familiar places have understanding situation of unfamiliar places?

● **REGIONS: AREAS OF UNIQUE CHARACTERISTICS**

10. A region is an _____ of _____ defined by one or more _____.

11. Formal Region:

11. One contemporary (current) approach to studying the cultural landscape is called the regional studies approach. What do geographers who adopt this view believe regarding regions?

a

b

12. 1 sentence summary of Culture: What people care about.

13. 1 sentence summary of Culture: What people take care of.

14. Explain figure 1-21 what is each map depicting?

Thinking Geographically: Key Issue Three
WHY ARE DIFFERENT PLACES SIMILAR?
Rubenstein, pp. 20-29

SCALE: FROM LOCAL TO GLOBAL

1. Define globalization in terms of scale. *(Do not simply define globalization here)*
2. Explain the impact that the global recession had on the Housing Market (Housing Bubble).
3. Globalization of the economy is led primarily by whom? How?
4. In what ways is globalization of culture manifest in the landscape?
5. What role does English play in globalization?
6. Make three notes about globalization that you see around you, the Yorkville (Chicagoland) landscape.
 - a)
 - b)
 - c)

SPACE: DISTRIBUTION OF FEATURES

7. What is the most fundamental skill that geographers possess to understand the arrangements of objects across the Earth?
8. Using spatial thinking, identify and explain where you are currently, yes while you are completing this...right now.
9. What is the density of the United States? You will need to look up its total area and total population to complete this.
10. 10. The way in which a feature is spread across space is known as concentration. What are the opposite ends of the spectrum of concentration?
 - a.
 - b.
11. Using the baseball example on page 23 explain the difference between concentration and density.
12. List three different types of pattern given in the text

- a.
- b.
- c.

13. Explain figure 1-30

CONNECTIONS BETWEEN PLACES

14. What is **diffusion**?

15. How does a cultural hearth emerge?

16. What are the two basic types of diffusion?

17. Why are the most common languages spoken in the Americas what they are?

18. Give an example of the following types of expansion diffusion (NOT from the book.)

a. Hierarchical

b. Contagious

c. Stimulus.

19. Describe the phenomenon known as Distance Decay.

20. Give a personal example of how Distance Decay relates to you now or will in the future.

21. Explain **Space-Time Compression**

22. What can slow the interaction among people?

23. What are the three core regions in which the global culture and economy are centered on?

24. Why are these considered the core? What do they have/are able to do?

25. Explain uneven development.

Thinking Geographically: Key Issue Four
WHY ARE SOME HUMAN ACTIONS NOT SUSTAINABLE?
Rubenstein, pp. 30-37

SUSTAINABILITY AND RESOURCES

1. Provide an example of a renewable resource and a nonrenewable resource.
2. What are the two main misuses of resources?
 - a.
 - b.
3. Provide two examples of sustainability.
 - a.
 - b.
4. Briefly explain the three pillars of sustainability set forth by the UN.
 - a. Environment:

- b. Economy:
 - c. Society:
5. According to the WWF when do they believe we surpassed sustainability levels and why?
 6. Critics and defenders of sustainability argue over one thing, what is it?
 7. What types of environments do humans avoid?
 8. Identify and describe the place (environment) that you would most like to live in.
 9. How does climate influence human behavior?
 10. What do topographical maps show?

SUSTAINABILITY AND HUMAN-ENVIRONMENT RELATIONSHIPS

11. How do humans interact and to what extent with the following:
 - a. Lithosphere:
 - b. Hydrosphere:
 - c. Atmosphere:
12. Who developed the idea of **environmental determinism** – do you agree with the theory, why?

13. Explain how **possibilism** might be a better way to explain our existence on Earth and our progress.
14. Why did the Dutch initially create polders?
15. Explain how the Dutch modified their environment particularly the Zuider Zee.
16. Explain how the US Army Corps of Engineers modified Lake Okeechobee, why they did it and the impact it had on the landscape.

First “Buzz Word”

Sustainability is a key concept of our class. Complete the organizer below to the best of your ability

For each organizer below:

- Above the term, write a definition IN YOUR OWN WORDS
- Below it, write down everything humanly possible that explains **WHY** the word is significant. Think GEOGRAPHY/WHY of WHERE/interactions between humans and environment

