AP Human Geography Summer Assignment

WELCOME to the most exciting course in the Social Studies Department! (hopefully!)

AP Human Geography (APHuG) is not a typical history or geography class. We will use case study examples from real-world historical and contemporary issues to learn about how humans shape and are shaped by their environments. Every class day will be different with new issues, concepts, and activities, so you will always be learning new and exciting things! Units of study include population & migration, cultural patterns, political organization, agriculture & land use, economic development, and urbanization. It's my goal to make this class not only fun, but the most useful and relevant class at Bolles for understanding how and why the world is the way it is.

The class is an AP class, which means we will have complex concepts and a thorough amount of content to learn to prepare for the exam in May. Time-management will be a major challenge of the course and a little summer work will help us balance out the workload during the semester. The summer work also takes advantage of the fact that many of you will travel or have valuable experiences in diverse places around the world and in our local communities. The fieldwork will give our first taste into the Geo-Inquiry process and thinking about how to geography will help us research, communicate, and solve major issues in the world.

You have **three assignments** to complete this summer:

1. Get the **textbook**:

   Bednarz, Sarah, Mark Bockenhauer, and Frederik Hiebert. Human Geography: A Spatial Perspective. Boston, MA: National Geographic/Cengage Learning, 2020.
   ISBN: 9780357119082
2. Create and study a personalized **World Atlas** (listed in Part I below). Make sure you can locate them for a map quiz week 1 of school.
3. Create a **Summer Selfie Story** based on a place you visit this summer. See directions in Part II! Counts as the Geo-Inquiry Project grade for Unit 1.

Part I: Personalized World Atlas

Part of entering an AP class is an assumption of a certain level of background knowledge and skills. Review the lists below and label each item on the appropriate map (found at the end of the packet). You will take a test over this information during the first two weeks of school in August. Maps are DUE on the second day of class in August. Points will be deducted if late.

SKILLS: Basic map and atlas skills

- ❑ Using an atlas to locate information (index or table of contents)
- ❑ Reading and interpreting a map
- ❑ Using latitude and longitude to locate and find places

TASK: Be able to locate the following places on a map for the test – label and color (as appropriate) the following on the maps provided (found at the end of this packet). Be sure to use symbols/abbreviations if needed and make a key. Keep the maps in a notebook for reference the rest of the year.

General Stuff (map 1) ❑ 5 Oceans ❑ 7 Continents ❑ Equator (pre-labeled) ❑ Tropic of Cancer ❑ Tropic of Capricorn ❑ Prime Meridian (pre-labeled) ❑ Your Top 3 Favorite Places you've visited worldwide	**Major Mountain Ranges (map 1)** ❑ Himalayas ❑ Rockies ❑ Andes ❑ Alps ❑ Caucasus ❑ Urals ❑ Appalachian ** be sure to make a key if needed	**Major Deserts / random other stuff (map 1)** ❑ Sahara ❑ Great Sandy Desert (Australia) ❑ Gobi ❑ Siberia ❑ Sahel ** be sure to make a key if needed
Major Rivers (map 1) draw in blue and label ❑ Rhine ❑ Amazon ❑ Yangtze ❑ Mississippi ❑ Ganges ❑ Nile ❑ Congo ❑ Rio Grande ❑ Euphrates ❑ Tigris ** be sure to make a key if needed	**Chokepoints (Straits and Channels) (map 1)** ❑ Strait of Gibraltar ❑ Panama Canal ❑ Suez Canal ❑ Strait of Malacca ❑ English Channel ❑ Bosporus ❑ Dardanelles ❑ Strait of Hormuz ** be sure to make a key if needed	**Major Bodies of Water (map 1)** ❑ EACH of the Great Lakes ❑ Mediterranean Sea ❑ Black Sea ❑ Caspian Sea ❑ Red Sea ❑ Arabian Sea ❑ South China Sea ❑ Caribbean Sea ❑ Gulf of Mexico ** be sure to make a key if needed

Africa (map 2)

Countries

- ❑ Côte D'Ivoire
- ❑ Dem. Republic of Congo
- ❑ Egypt
- ❑ Ethiopia
- ❑ Nigeria
- ❑ Rwanda
- ❑ Somalia
- ❑ South Africa
- ❑ South Sudan
- ❑ Sudan

Cities

- ❑ Cairo
- ❑ Lagos

** be sure to make a key if needed

Southwest Asia (map 3)

Countries

- ❑ Afghanistan
- ❑ Iran
- ❑ Iraq
- ❑ Israel
- ❑ Saudi Arabia
- ❑ Syria
- ❑ Turkey
- ❑ United Arab Emirates
- ❑ West Bank & Gaza Strip

Cities

- ❑ Baghdad
- ❑ Mecca
- ❑ Tehran
- ❑ Dubai
- ❑ Jerusalem

** be sure to make a key if needed

Asia (map 4)

Countries

- ❑ India
- ❑ Indonesia
- ❑ Japan
- ❑ Pakistan
- ❑ People's Republic of China
- ❑ Philippines
- ❑ Rep. of China/Taiwan
- ❑ Singapore
- ❑ South Korea
- ❑ Vietnam

Cities

- ❑ Beijing
- ❑ Tokyo
- ❑ Seoul
- ❑ Delhi
- ❑ Hong Kong

** be sure to make a key if needed

Europe (map 5)

Countries

- ❑ Belgium
- ❑ Bosnia
- ❑ Czech Republic
- ❑ Finland
- ❑ France
- ❑ Germany
- ❑ Greece
- ❑ Italy
- ❑ Norway
- ❑ Poland
- ❑ Rep. of Ireland
- ❑ Russia
- ❑ Spain
- ❑ Sweden
- ❑ Switzerland
- ❑ Ukraine
- ❑ United Kingdom

Cities

- ❑ Moscow
- ❑ Paris
- ❑ London
- ❑ Berlin

** be sure to make a key if needed

Latin America (map 6)

Countries

- ❑ Argentina
- ❑ Brazil
- ❑ Venezuela
- ❑ Chile
- ❑ Colombia
- ❑ Costa Rica
- ❑ Cuba
- ❑ Ecuador
- ❑ Guatemala
- ❑ Haiti
- ❑ Mexico
- ❑ Panama

Cities

- ❑ Sao Paulo
- ❑ Brasilia
- ❑ Mexico City

** be sure to make a key if needed

North America: US and Canada (map 7)

Countries

- ❑ Canada
- ❑ United States

Cities

- ❑ Chicago
- ❑ New York City
- ❑ Los Angeles
- ❑ Houston
- ❑ San Francisco

Misc. Regions: shade and label each region

- ❑ Rustbelt
- ❑ Bible Belt
- ❑ Sunbelt

** be sure to make a key if needed

Part II: Geo-Inquiry Summer Selfie Project

Fieldwork for Geographic Awareness

Find a place in either the region you live **and/or ANYWHERE YOU FIND YOURSELF the summer**. You may do this with other students (or of course with a parent or family member), but your Geo-Inquiry must be written by you alone. ***Be safe and don't trespass!***

CHOOSE A LOCATION from those provided OR anything/place you find interesting while traveling this summer.

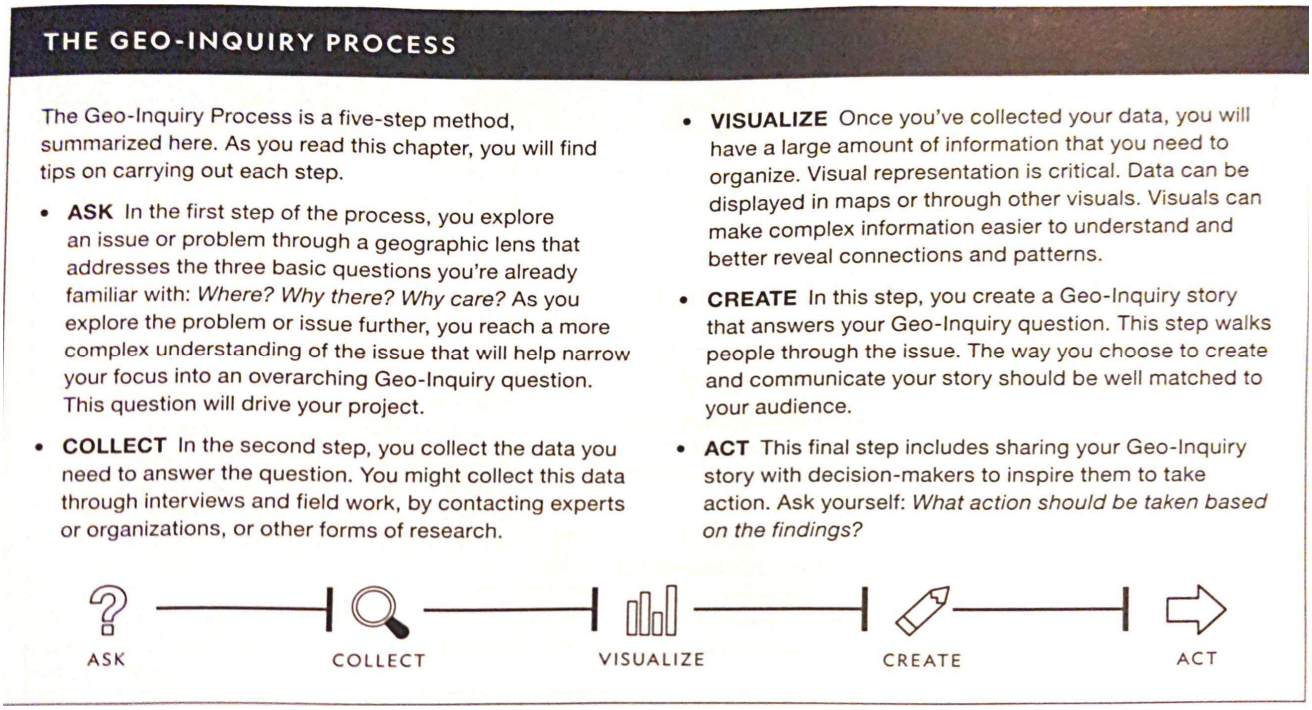
- **Visit them and record your observations there.**
- **While there take a selfie and any additional pictures that will help show the surrounding landscape.**
- **Optional: Read textbook Lesson 2.1 *Thinking Like a Geographer: The Geo-Inquiry Process***
- **Create a Geo-Inquiry "story" using the steps outlined below (and in the textbook).**

Submission of Geo-Inquiry Summer Selfie "Story": Submit on Schoology the first week of school.

HERE are some suggested LOCATIONS. Go to these places, but of course, don't trespass to do so, and BE SAFE!

1. An interior of any government building
2. Acres of land that are in the process of becoming a residential development
3. Acres of land that are in the process of becoming a highway or road
4. Acres of land that are in the process of becoming a commercial development
5. A warehouse (not retail building) with multiple trucks outside
6. A tower (cell phone, fire tower, or water tower)
7. A storm-water retention pond or wastewater treatment facility
8. A scene with modern farm equipment (and research/name the equipment)
9. A retail shopping area
10. A power station or substation
11. A port with cranes, barges, and shipping containers
12. A place with other (documented) historical significance
13. A place that has (documented, historical) evidence of Native American presence
14. A one-of-a kind locally owned (not corporate-owned or franchise) restaurant
15. A non-Christian house of worship
16. A neighborhood that you deem to be very different from yours
17. A landfill
18. A hydroelectric dam
19. A flowing creek, stream, or river
20. A farmer's market
21. An ethnic grocery store
22. A farm with animals other than cows
23. A county or state or country boundary
24. A cemetery
25. A bus or train station
26. A building or structure that you believe will be gone in 10 years (and explain why it will be)
27. A 100+ year-old house
28. A (non-retail) building where manufacturing of something takes place (aka...a factory)
29. (Add your own based on interesting and/or unusual places you visit this summer.)

Geo-Inquiry Summer Selfie Story Detailed Process



THE GEO-INQUIRY PROCESS

The Geo-Inquiry Process is a five-step method, summarized here. As you read this chapter, you will find tips on carrying out each step.

- **ASK** In the first step of the process, you explore an issue or problem through a geographic lens that addresses the three basic questions you're already familiar with: *Where? Why there? Why care?* As you explore the problem or issue further, you reach a more complex understanding of the issue that will help narrow your focus into an overarching Geo-Inquiry question. This question will drive your project.
- **COLLECT** In the second step, you collect the data you need to answer the question. You might collect this data through interviews and field work, by contacting experts or organizations, or other forms of research.
- **VISUALIZE** Once you've collected your data, you will have a large amount of information that you need to organize. Visual representation is critical. Data can be displayed in maps or through other visuals. Visuals can make complex information easier to understand and better reveal connections and patterns.
- **CREATE** In this step, you create a Geo-Inquiry story that answers your Geo-Inquiry question. This step walks people through the issue. The way you choose to create and communicate your story should be well matched to your audience.
- **ACT** This final step includes sharing your Geo-Inquiry story with decision-makers to inspire them to take action. Ask yourself: *What action should be taken based on the findings?*

1. ASK
   - Where?
   - Why there?
   - Why care?

2. COLLECT
   - Visit the place and record your observations about the place
   - Take a selfie and photos of the place (with permission if necessary). You MUST take the photos and visit the site yourself!! Don't just get internet photos – it defeats the point of the activity and is way less fun!
   - Collect relevant data about the place through reading research, conducting interviews, and/or contacting experts/organizations. Record data in digital or handwritten notebook – cite source(s) with MLA formatting if needed.
     - What happens (or happened) there?
     - How does this place connect to other places?
     - Why here? What natural and human forces played a role in locating it here?
     - Why did you yourself visit this place?

3. VISUALIZE
   - Create a detailed and somewhat accurate MAP (or MAPS! – handwritten, computer-generated, Google map, or otherwise) of your place and important contextual information to help communicate important connections and patterns that you found in your data collection.

4. CREATE
   - Create a Geo-Inquiry "story" that walks our class through your place and answers your Geo-Inquiry question(s).
   - The medium for the "storytelling" is up to you but should help the class understand your work visually and perhaps reflect the unique nature of your chosen place/issue.

- You should include your question(s), photo(s), and map(s) in the "story".
- Example storytelling media: digital multimedia presentation tools (like Powerpoint, Prezi), infographics (Canva, Piktochart), educational video (YouTube, social media account, etc.)

5. ACT
   - Share your Geo-Inquiry with the rest of class the first week of school.
   - Ask yourself and the class: *What action should be taken based on my findings?*

Geo-Inquiry Summer Story Rubric:

F – Geo-Inquiry Summer Story not done or only a few steps completed

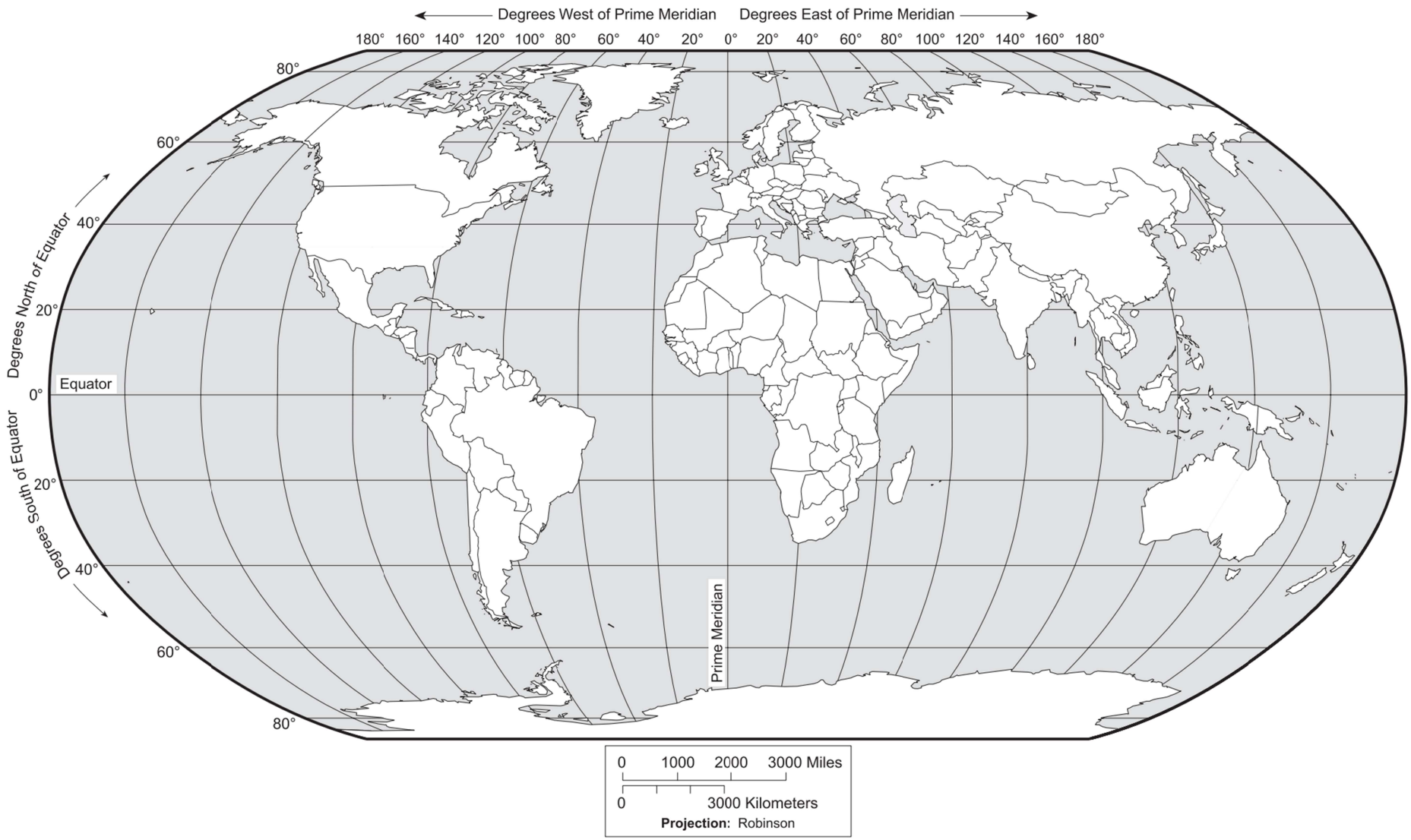
D – Geo-Inquiry Summer Story shows evidence of most of the five steps (Ask, Collect, Visualize, Create, Act), but NOT ALL five were completed.

C – Geo-Inquiry Summer Story shows evidence of ALL five steps (Ask, Collect, Visualize, Create, Act) at a basic level of understanding and effort.

B – Geo-Inquiry Summer Story demonstrates ALL five steps PLUS thorough and outstanding work in at least ONE of the five step categories. (e.g. a very detailed and well-organized map for VISUALIZE, a highly engaging and unique "story" for CREATE, or very thorough researching, photographing, and/or interviewing for COLLECT)

A – Geo-Inquiry Summer Story demonstrates thorough and outstanding work in MOST of the five step categories (see examples in B).

World


Degrees West of Prime Meridian
Degrees East of Prime Meridian
180° 160° 140° 120° 100° 80° 60° 40° 20° 0° 20° 40° 60° 80° 100° 120° 140° 160° 180°
80°
60°
40°
20°
0°
20°
40°
60°
80°
Degrees North of Equator
Degrees South of Equator
Equator
Prime Meridian
0 1000 2000 3000 Miles
0 3000 Kilometers
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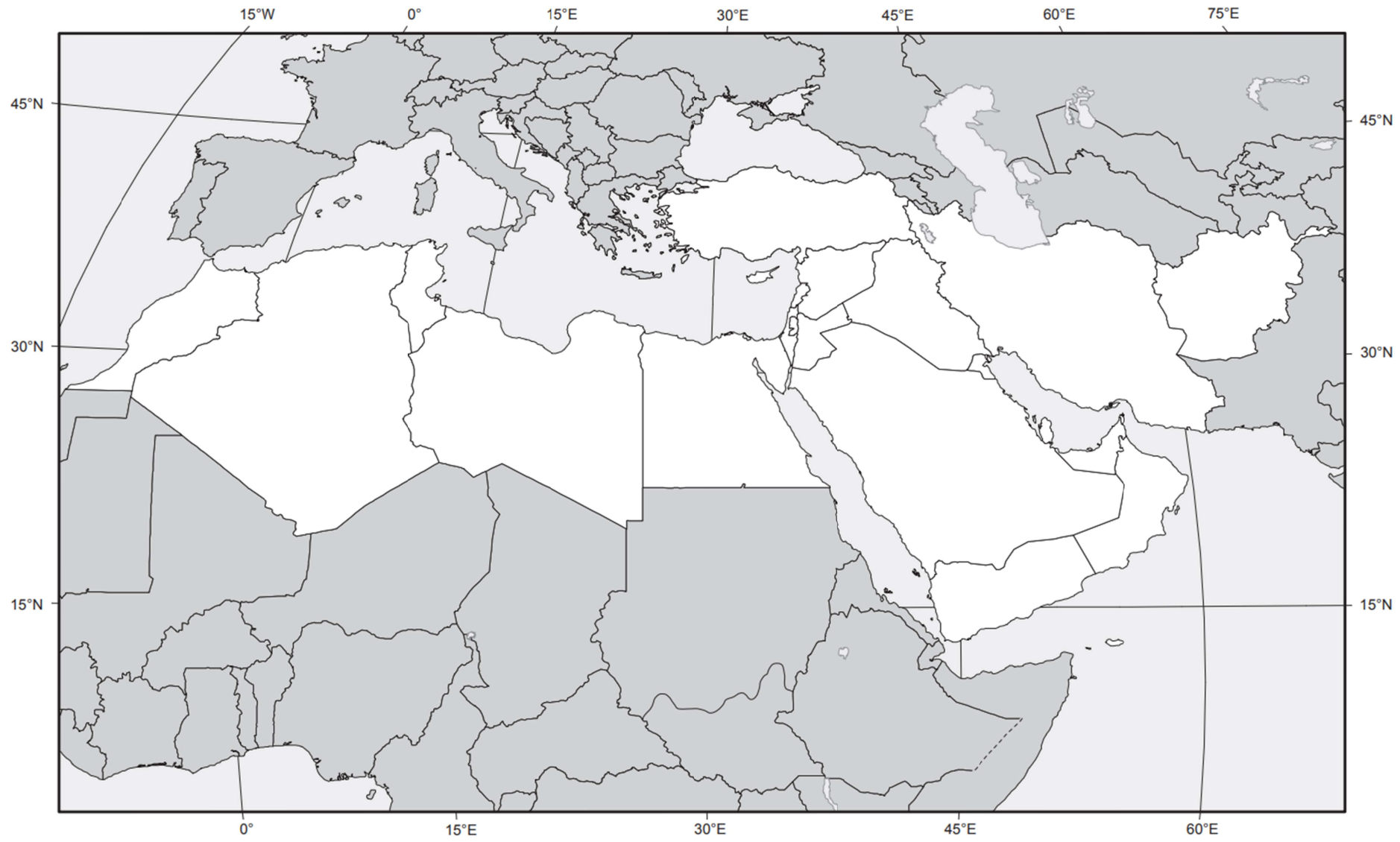
Africa

Note: Dotted lines indicate indefinite boundaries.

Southwest Asia / North Africa



0 500 1,000 Miles

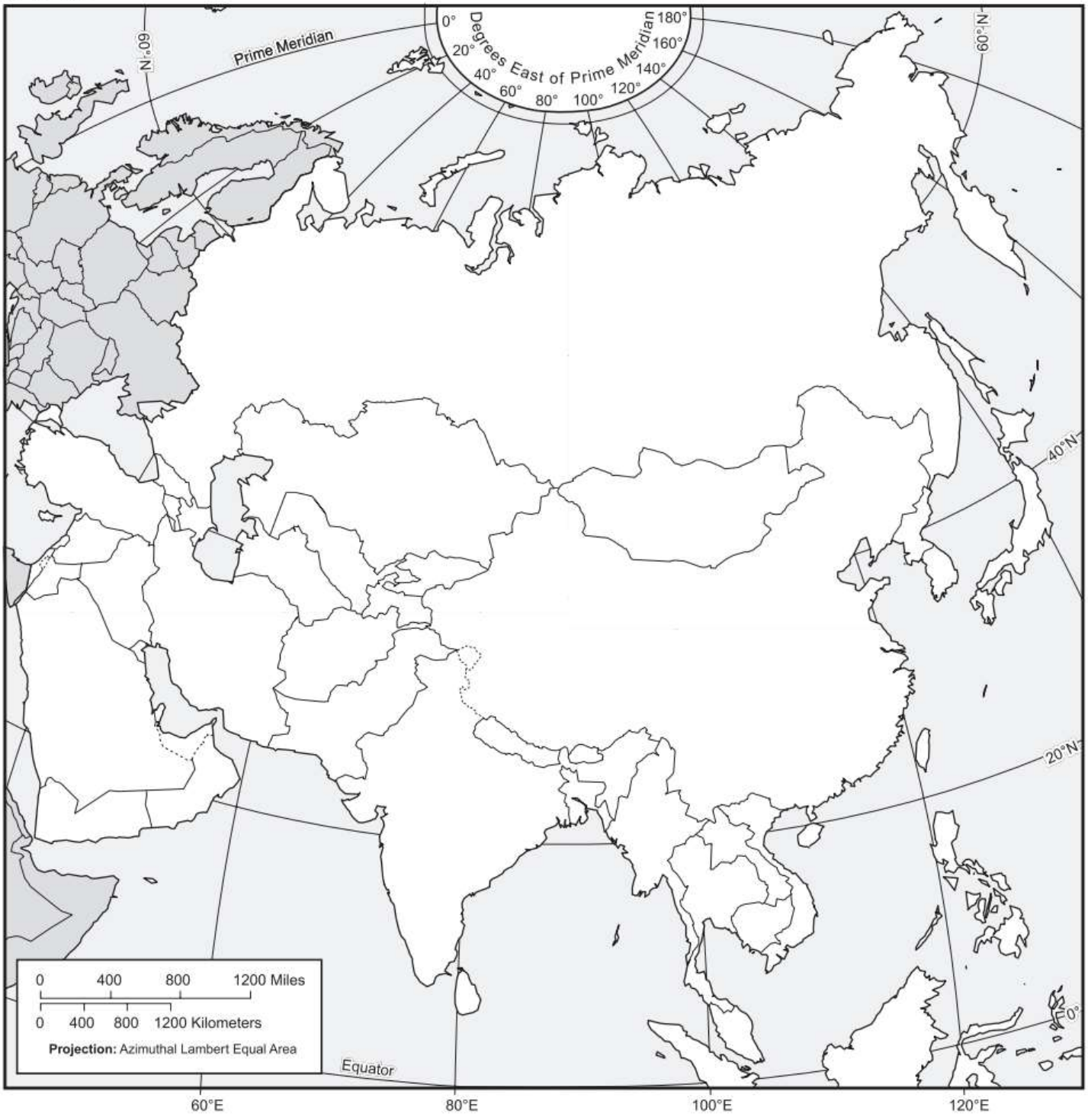
0 500 1,000 Kilometers

------ Dotted lines indicate indefinite boundaries.

Courtesy: Arizona Geographic Alliance **http://geoalliance.asu.edu/azga**
School of Geographical Sciences and Urban Planning
Arizona State University

ARIZONA

Asia



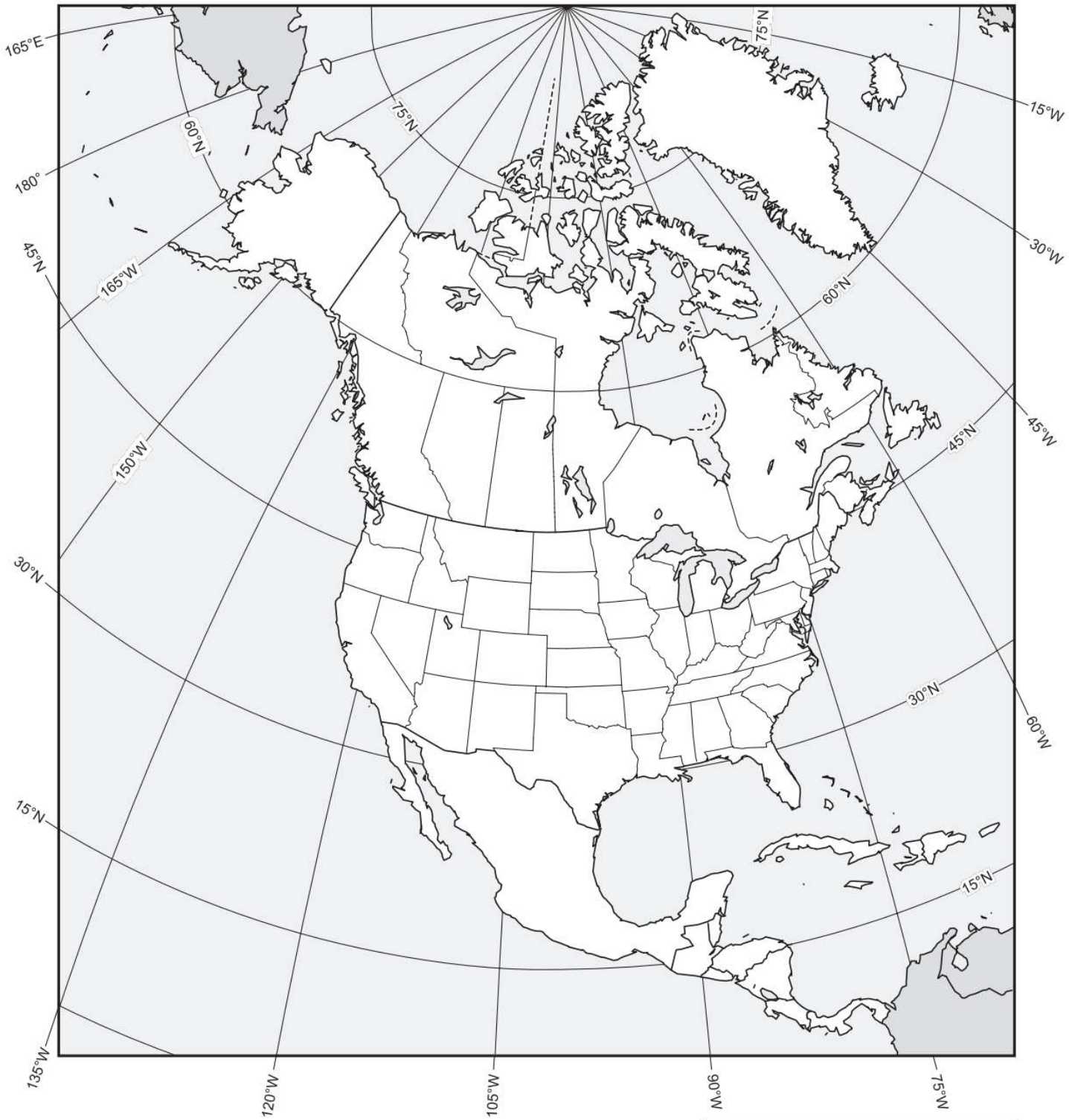
Note: Dotted lines indicate indefinite boundaries.

Europe

20°W
0°
20°E
40°E
80°N
Prime Meridian
60°N
50°N
40°N
0
200
400
600 Miles
0
200
400
600 Kilometers
Projection: Albers Conic

Latin America

North America



Note: Dashed lines indicate boundaries between the territory of Nunavut, Canada and adjacent political units across water bodies.

0 500 1000 Miles

0 500 1000 Kilometers

Projection: Chamberlin Trimetric