

**Advanced Placement Human Geography
Required Summer Assignment 2020-2021**
Ms.Thompson, thompka@boe.richmond.k12.ga.us

******Due on the first day of school August 3, 2020. Turning in your summer work by the due date will be a weighted factor in deciding whether you take the AP exam or not.******

Part 1: What is Human Geography?

Read the attached article entitled “Defining Geography: What is where, Why there, and Why Care?” Highlight what you consider the main ideas from the article.

Part 2: Current Event Analysis

Identify one current event occurring this summer. The current event you choose must be occurring in a country other than the United States and it must have local, national, and global impacts.

Please write your analysis in 12 point, Times New Roman Font, and double space. Use the same headings as used below to organize your analysis. Your analysis should include:

- Link: A link to or copy of an article documenting the current event you have chosen.
- Summary: A summary of the event that addresses the following questions: What happened? Where? Who was involved? When did it happen?
- Map: A world map with the location of the event highlighted and labeled.
- Background: At least ½ page worth of background (NOT a summary) for each current event. This will be researched information. You will find additional information not included in your article that helps you understand the article. You will need to document any sources used to collect background information using MLA format (Visit easybib.com for help citing sources using MLA format). Be sure that you have put all background information into your own words.
- Significance: At least ½ page explanation of the significance (NOT a summary) of each current event. For each current event, explain its significance at each of the following scales: local (how the event impacts the community where the event occurred), national (how the event impacts the country where the event occurred), and international/global (how the event impacts other countries).
- Picture: A picture with a caption explaining how it relates to your current event.

Previous students suggest selecting an event related to the course units. The course units are: Population, Culture, Political Organization, Agriculture, Industry and Development, and Cities. Additional information on course units can be found at <https://apstudent.collegeboard.org/apcourse/ap-human-geography/course-details>

****Please note: You are expected to arrive in the course with knowledge of current events. Your current event analysis will be collected the first week of school. It will be your second major grade.***

Part 3: Map Activity

Label the maps on the following pages.

Though you do not have to color code the maps, I highly suggest using the following coloring scheme: On the world map, label each continent and then shade each continent in a different color. Before labeling and coloring the physical features maps, assign a different color for each of the following categories of physical features: bodies of water, landforms, lakes and rivers, and mountains. You will use these colors to label the listed physical features on each regional map. On each regional political map, label each country and shade each country in a different color (you may repeat colors, as long as they aren't touching). Previous students suggest outlining the inner border of each country in a different color (as opposed to shading). Label all items with their name, not with a number.

You also have the option of labeling your maps electronically. This often helps students fit a large amount of text in a small space. You can do this by opening the maps as a word doc or as a pdf. Then, use textboxes to place the labels.

***Please note: You are expected to arrive in the course with knowledge of all countries and their relative locations. You will be tested on every place you labeled in your packet multiple times throughout the course. These maps will also be collected the first week of school. Your completed reading log along with your map packet will combine to form your first major grade.**

If you label the maps at the beginning of the summer, make sure you study them throughout the summer.

- Use the following online map games or apps to increase your knowledge of the world and where countries are located.

- o <http://www.geography-map-games.com/>
- o <http://www.sheppardsoftware.com/Geography.htm>
- o <https://itunes.apple.com/us/app/your-world/id412566625?mt=8>

- A useful website for labeling maps: <http://www.worldatlas.com/>

In addition to finding colorful labeled maps, there are brief descriptions of countries and physical features.

- If you are interested in purchasing an atlas, I suggest: Rand McNally. Goode's World Atlas. 22nd edition. Prentice Hall, 2009.

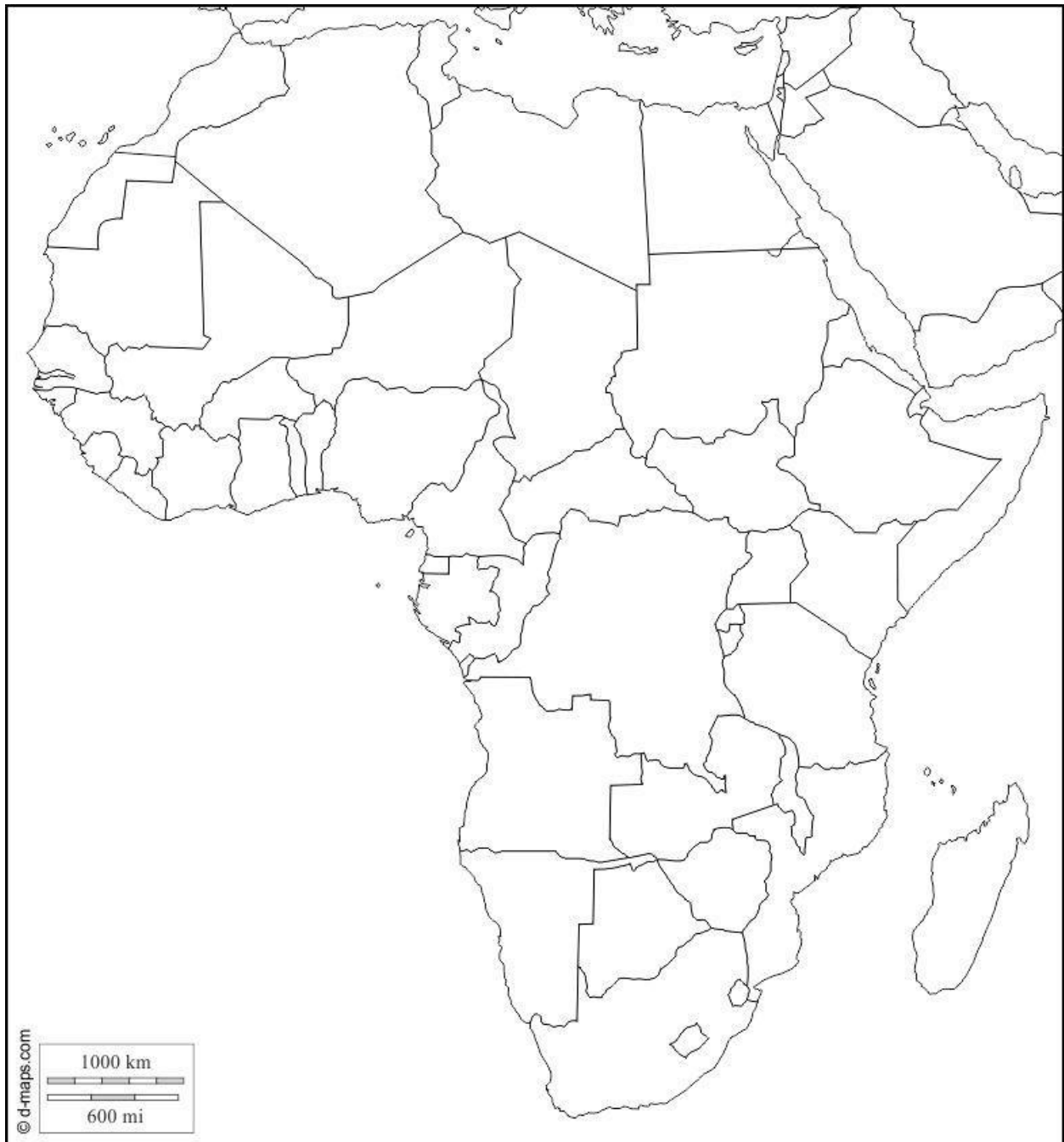
IT IS INCREDIBLY IMPORTANT THAT YOU WORK ON THIS ASSIGNMENT THROUGHOUT THE SUMMER. IT IS INTENDED TO BE COMPLETED OVER THE COURSE OF THE SUMMER. BEGIN EARLY. SCHEDULE AND PACE YOURSELF. YOU ARE NOW BEGINNING TO PREPARE YOURSELF TO POSSIBLY EARN COLLEGE CREDIT FROM YOUR AP EXAM IN 2021!

The World

Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America



Africa



Algeria, Angola, Benin, Botswana, Burkina, Burundi, Cameroon, Cape Verde*, Central African Republic, Chad, Comoros, Congo, Democratic Republic of Congo, Djibouti, Egypt, Equatorial, Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius*, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles*, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe

United States



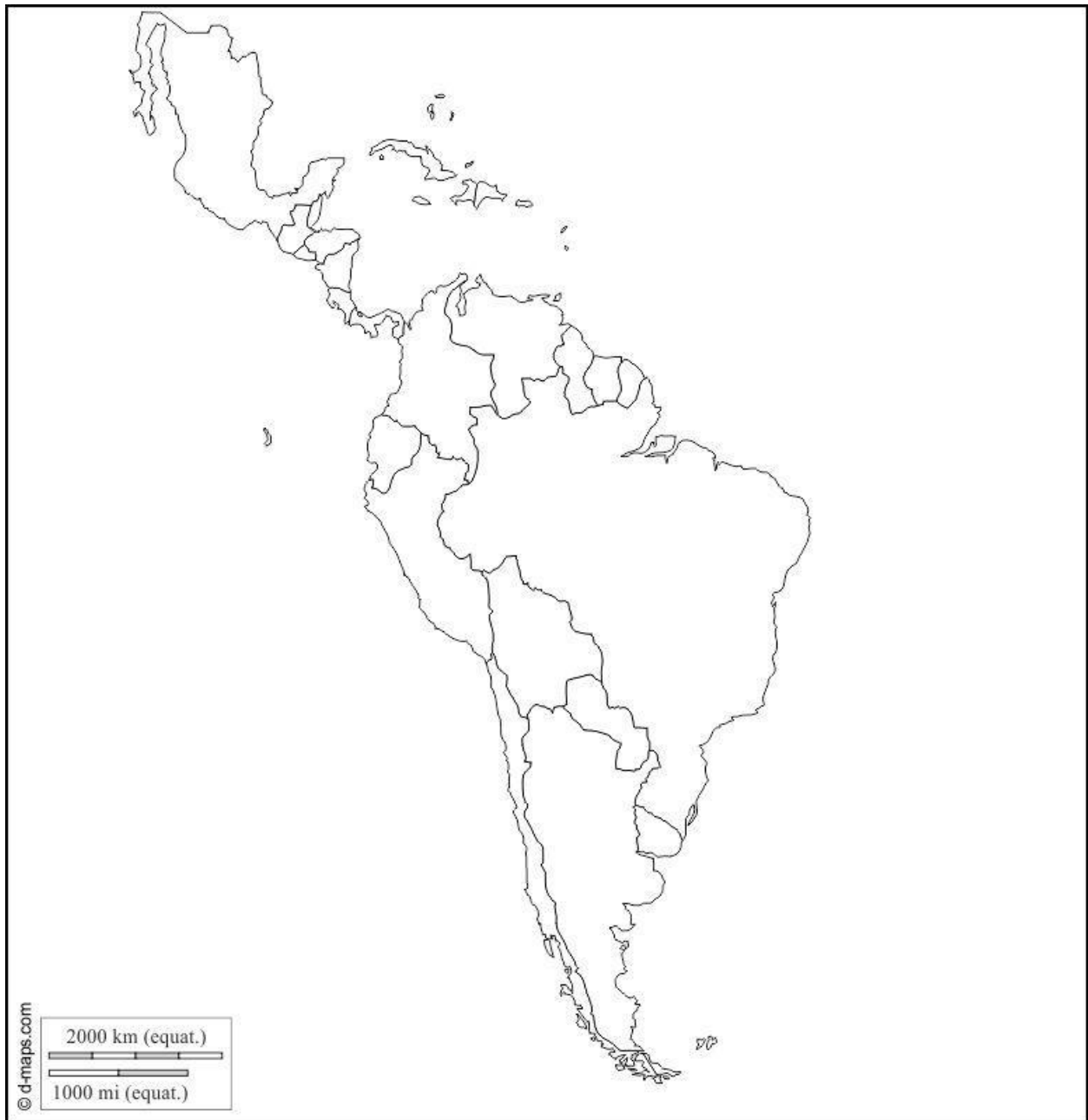
Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Canada



Ontario, Quebec, British Columbia, Alberta, Manitoba, Saskatchewan, Nova Scotia, New Brunswick, Newfoundland and Labrador, Prince Edward Island, Northwest Territories, Yukon, Nunavut

Latin America



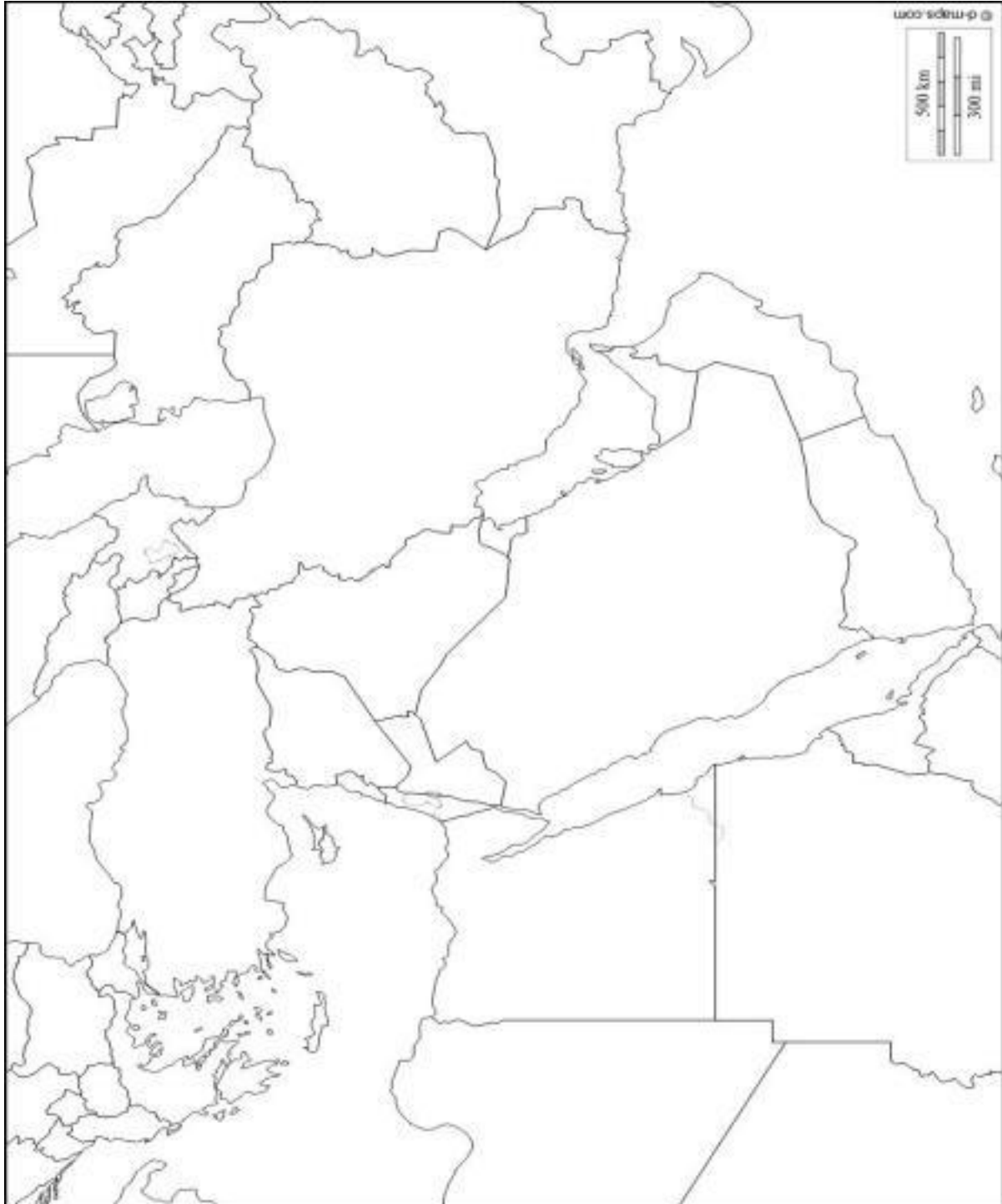
Mexico

Caribbean: Cuba, Dominican Republic, Haiti, Jamaica

Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama

South America: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

Southwest Asia and Central Asia



Southwest Asia: Bahrain, Iraq, Iran, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

Central Asia: Afghanistan, Armenia, Azerbaijan, Georgia, Turkmenistan, Uzbekistan

CENTRAL ASIA, SOUTH ASIA, EAST ASIA and SOUTHEAST ASIA



Central Asia: Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

South Asia: Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka

East Asia: China, Japan, Mongolia, North Korea, South Korea, Taiwan

Southeast Asia: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam

EUROPE



Albania, Andorra, Austria, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom, Vatican City

OCEANIA



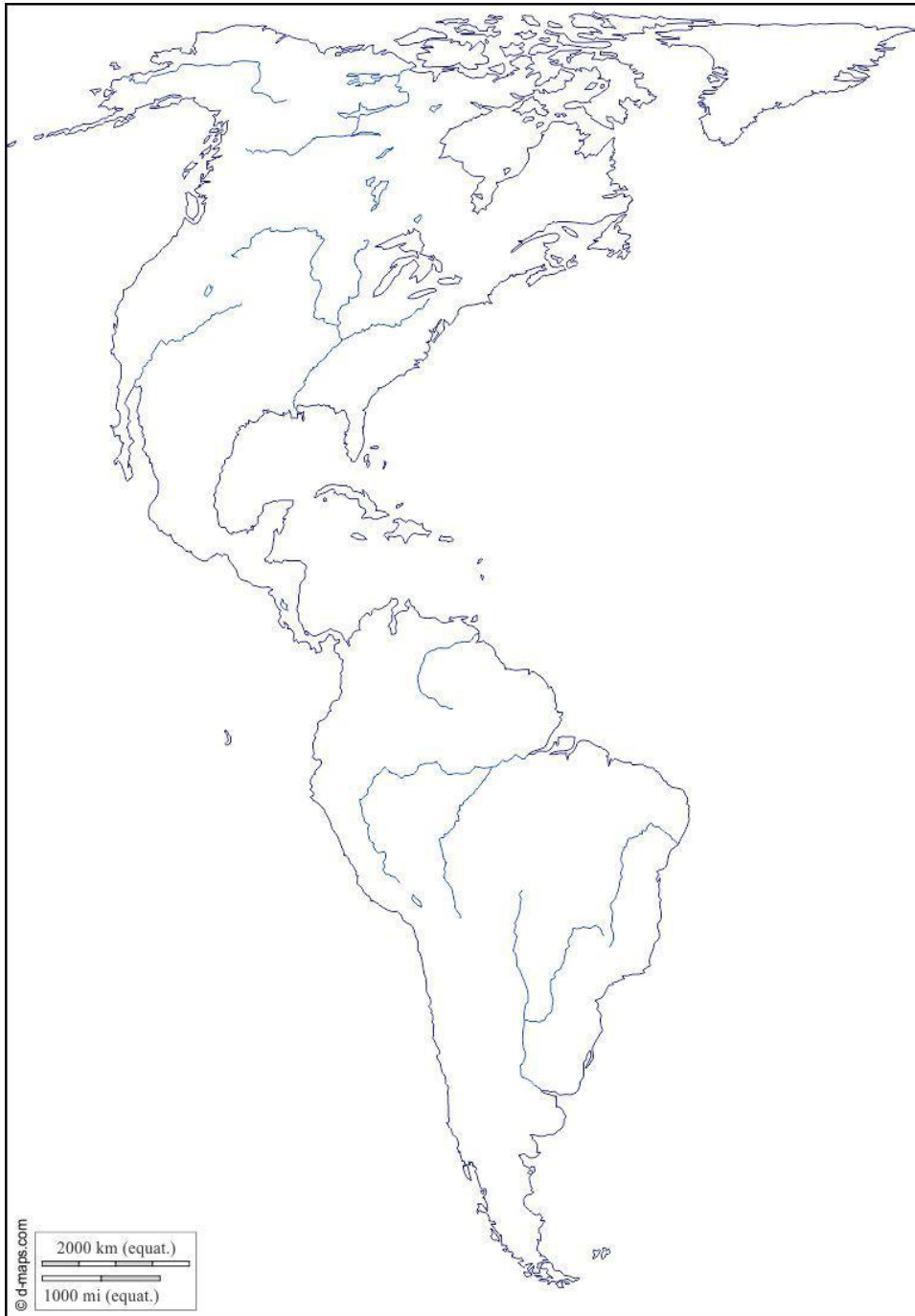
Australia, Papua New Guinea, Solomon Islands, Vanuatu, New Caledonia, New Zealand, Fiji

CITIES



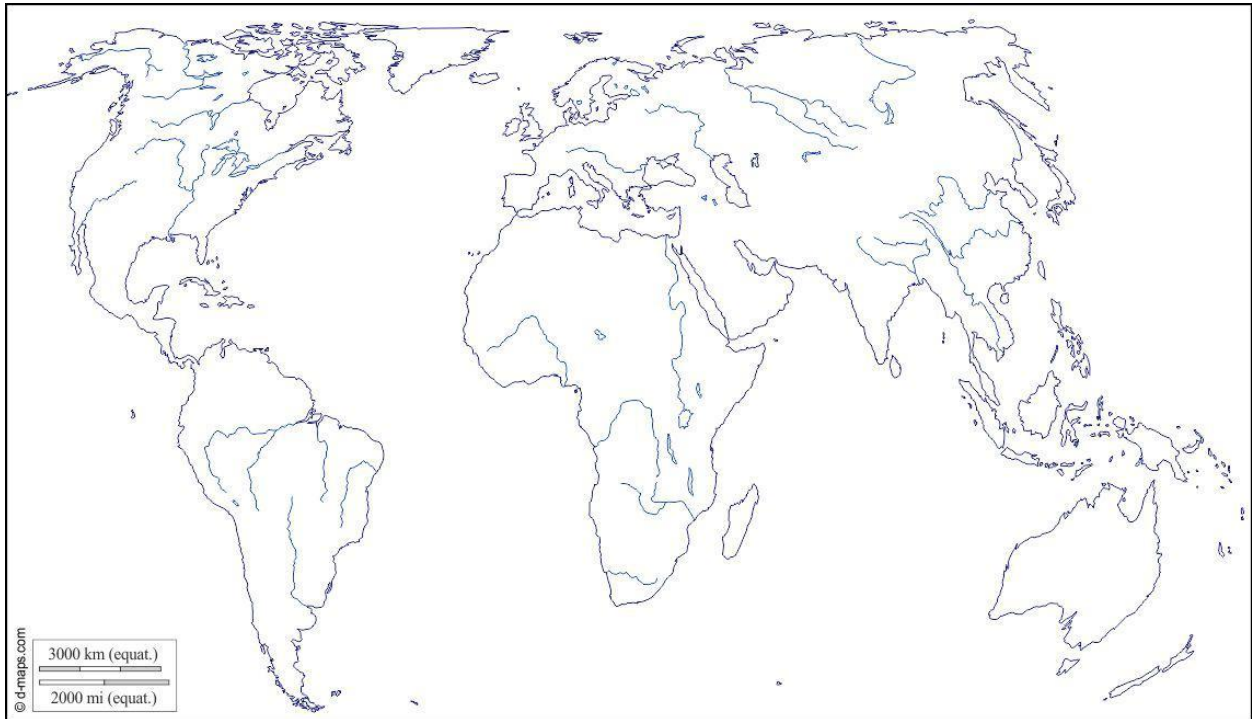
Bangkok, Beijing, Buenos Aires, Cairo, Chicago, Dhaka, Essen, Hong Kong, Istanbul, Jakarta, Karachi, Lagos, London, Los Angeles, Manila, Mexico City, Moscow, Mumbai, New Delhi, New York City, Osaka, Paris, Rio de Janeiro, Sao Paulo, Seoul, Shanghai, Tehran, Tokyo

PHYSICAL FEATURES



Bodies of Water: Atlantic Ocean, Caribbean Sea, Gulf of Mexico, Hudson Bay, Pacific Ocean
Lakes and Rivers: Amazon, Colorado, The Great Lakes (Erie, Huron, Michigan, Ontario, Superior)
Mississippi, Missouri, Ohio

PHYSICAL FEATURES

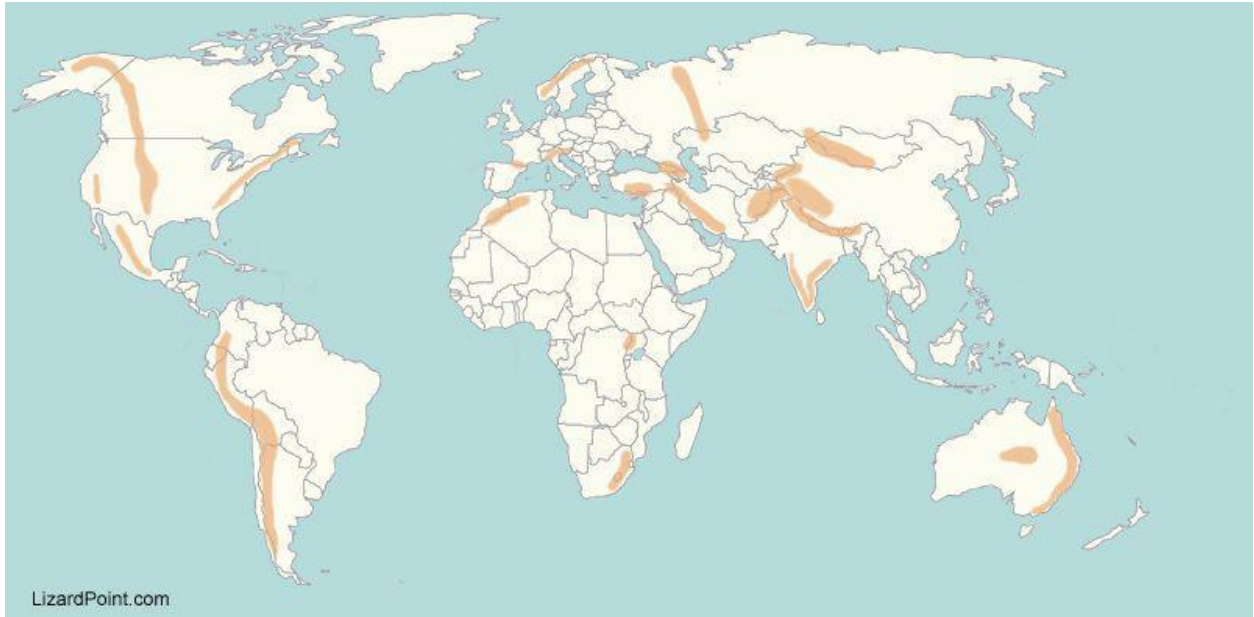


Bodies of Water: Aral Sea, Arctic Ocean, Atlantic Ocean, Baltic Sea, Bay of Bengal, Black Sea, Caspian Sea, China Seas (Yellow, East, South), Indian Ocean, Mediterranean Sea, North Sea, Pacific Ocean, Persian Gulf, Red Sea

Lakes and Rivers: Brahmaputra, Congo, Danube, Euphrates, Ganges, Mekong, Niger, Nile, Tigris, Volga, Yangtze, Yellow, Zambezi

PHYSICAL FEATURES

Mountains:Andes, Appalachian, Rocky, Alps, Atlas, Himalaya, Hindu, Kush, Ural



Defining Geography: What is Where, Why There, and Why Care?

by Charles F. Gritzner, South Dakota State University, Brookings, South Dakota

The Nature of Geography

Most everyone knows that history is the study of events through time. Basically, historians ask "What happened when and why then?" But many people, it seems, have a problem defining geography. One reason why geography has languished in the curricula of many American schools is that so few people understand the nature of the discipline or its relevance to our everyday lives. What is geography? What is its unique perspective? What do geographers do? Why is geography important? Why should we teach (and learn) geography in the schools? These are questions that have gone largely unanswered in American education. This brief essay presents an easily taught, understood, and remembered definition of geography. It has been used with great success by the author in his own teaching, public speaking, and professional writing for more than a decade. It works beautifully, and I believe that it will work for you and your students as well.

Immanuel Kant, writing some two centuries ago, may have been the first scholar to identify clearly and succinctly the unique nature of both history and geography. In essence, he observed that history organizes and analyzes events in terms of **when** they occurred (the **temporal** context, or **time**). Geography, on the other hand, focuses upon Earth's features and conditions through asking **where** they are found (the **spatial** context, or **location**). Both history and geography, then, are B -- unique **ways** of thinking about our world and its events, conditions, patterns, and consequences. Following Kant's rationale, a simple definition of geography emerges: if "**When?**" is the realm of history, then "**Where?**" is the primary focus of geographic inquiry.

If we can agree that the spatial method of organization and analysis is at the heart of geography and the geographic perspective, then this reality must be reflected in any definition of the science. Here, however, a stumbling block looms on the horizon: What is "spatial analysis"? When most people think of "space," after all, they associate it with astronomy, not geography. In a geographic context, "space" is defined as a portion of Earth's surface. Location, place, area, region, territory, distribution, and pattern are all closely related spatial concepts.

A Concise Definition

The following definition incorporates all essential elements traditionally recognized as being fundamental to geography: it is the study, as I wrote in the *Journal of Geography*, of "what is where, why there, and why care?"* To this foundation can be added further information. For example, at the college level I often add "pertaining to the various physical and human features of Earth's surface, including their conditions, interactions, spatial distributions, and patterns." The definition is flexible in that it can easily incorporate any and all other perspectives on the nature of the discipline. The following diagram further amplifies each of the four elements contained within the definition.

Defining Geography: "What Is Where, Why There, and Why Care?"

What Is (Phenomenological)	Where (Spatial)	Why There (Analytical)	Why Care? (Implicational)
All features of Earth's surface that occur in spatial distribution: 1.) Physical features (nature) 2.) Human features (culture)	Location: *Site (specific) *Situation (relative) *Accessibility *Isolation Distribution Pattern Scale: *Local *Regional *Global	Agents Processes Interrelationships	Importance Relevance Action/reaction
DESCRIPTIVE		CONCEPTUAL	

Some definitions of geography (including that developed by the National Geographic Society) emphasize cultural ecology - the relationship humans establish with the natural environment. Both geographers and cultural ecologists are concerned with the ways in which humans culturally adapt to, use, and modify the environments they occupy. Geographers, however, are particularly interested in what kinds of ecological practices occur within different cultures

-- who is doing what, where, and why? The emphasis is on location and the characteristics of place. For example, "What is?" might be a particular type of ecological relationship, such as tropical shifting cultivation, pastoral nomadism, or mining. "Where?" then places the activity in a particular location and perhaps with a particular group, such as Amerindians of the Amazon Basin, Tuareg of the Western Sahara, or residents of Minnesota's Iron Range. "Why there?" can be quite complex because in most instances, many factors are involved. Shifting cultivation, for example, might include such factors as heavily leached, hence infertile, tropical soils; cultural isolation and tradition; or sustainability. In the case of the Tuareg, certainly the region's arid environment, a longstanding pastoral tradition, and the consequences of overgrazing are important. A concentration of iron ore, the need for iron in an industrial society, and proximity to Great Lakes shipping lanes all help shed light on northern Minnesota mining activity. Finally, "Why care?" provides an opportunity to establish the importance of the foregoing activities in their particular location, as well as in their natural and cultural geographic contexts.

The Definition in Practice

This definition of geography works well for several reasons. First, it emphasizes that geography is a **methodology**. It stresses the geographic way of organizing and analyzing information pertaining to the location, distribution, pattern, and interactions of the varied physical and human features of Earth's surface. All geographic inquiry should begin with the question, "Where?" Geographers and all other scientists ask "Why?" And, of course, most major Earth-bound events, features, and conditions can and often do have some impact on our lives, thereby begging the question, "Why care?"

Second, the definition incorporates all traditional geographic subjects, themes, and traditions. In teaching, no matter what topic is being stressed or approach being taken, it can be easily integrated into the definition.

Third, the definition functions at all scales. In studying towns and cities, for example, site (specific location and condition of a place) can often explain their presence. For example, New York City is located at the mouth of the Hudson River with a natural harbor protected by Long Island; San Diego and Seattle are on excellent natural harbors; and Denver is at the eastern terminus of a pass through the Rocky Mountains. South Dakota's largest and fastest growing city, Sioux Falls, affords a splendid example to illustrate the importance of "**Where?**" When the city was settled in 1856, eastern South Dakota was inhabited by people of the Sioux culture. The city's name, itself, implies the importance of location and place: the falls on the Big Sioux River provided power for a mill around which the city was originally established. Through time, the city grew primarily because of its location in the wettest, hence most agriculturally productive, area of the state. It also served as a major highway and rail hub. Finally, rapid growth continued because of its location at the intersection of two interstate highways. An example on the global scale, petroleum resources in the Middle East certainly have contributed to a host of conflicts, and "petro-politics" surely will be a major issue for decades to come. Production, distribution, consumption, and trade all impact the lives of several billion people daily.

Geography has projected a very fuzzy image of its content and methodology for far too long. The definition presented here is clear and concise. It places no limitation on what geographers study (literally anything found on Earth's surface); it clearly identifies the discipline's unique methodology -- the spatial dimension of features, including where they are, in what patterns they occur, what important relationships exist between or among features, and so forth. If geography is to be taught as a science, the distribution of features must be explained -- that is, we must address the question, "**Why there?**" Finally, all geographic teaching and learning should relate to the human need to know, emphasizing "**Why care?**" The definition presented here identifies in simple, easily taught, and easily learned terms the extreme complexity of geography.

*Charles F. Gritzner, "What Is Where, Why There, and Why Care?," *Journal of Geography* 101, no. 1 (January/February 2002), pp. 38-40.

Charles F. "Fritz" Gritzner received his Ph.D. from Louisiana State University and is now midway in his fifth decade of college teaching. Since 1980, he has been on the faculty of South Dakota State University, where he holds the rank of distinguished professor of geography. Gritzner is a past president of the National Council for Geographic Education (NCGE) and is a recipient of the council's George J Miller Award, which honors, according to the NCGE Web site, "a distinguished record of service to geography education."