

HUMAN GEOGRAPHY – ADVANCED PLACEMENT

SUMMER ASSIGNMENT

- Part 1: Need-To-Know Maps
- Part 2: Essay Reading and Constructed Response
- Part 3: Free Choice Book and 5 Themes Chart

CENTRAL HIGH SCHOOL

INSTRUCTOR: L. HENDERSON

lhenderson@centralcss.org

**** DUE ON AUGUST 10, 2017**

**L Henderson – AP Human Geography
Summer Assignment**

Part 1: Need-To-Know Places

Label the listed places on the provided continent maps. You will need to know and locate these places for the **Unit 1 Test**.

Mountains:

Rockies	Appalachian	Cascade	Caucasus	Himalayas	Hindu Kush
Andes	Alps	Pyrenees	Ural	Balkan	

Deserts:

Sahara	Namib	Great Sandy	Empty Quarter (Rub' al Khali)
Arabian	Kalahari	Gobi	

Gulfs:

Persian	Mexico	Aden	Oman	Suez	Tonkin	Thailand
---------	--------	------	------	------	--------	----------

Rivers:

Mississippi	Ohio	Missouri	Colorado	Rio Grande	Tigris
Amazon	Thames	Rhine	Danube	Yellow (Huang He)	Euphrates
Zambezi	Nile	Niger	Yangtze	Indus	Ganges

Seas & Bays:

Caribbean	Bering	Hudson Bay	North	Baltic	Red	South China	Arabian
Bay of Biscay	Adriatic	Aegean	Mediterranean	Black	Caspian	Bengal	Dead

Lakes:

Superior	Michigan	Huron	Erie	Ontario	Great Salt	Chad	Victoria
----------	----------	-------	------	---------	------------	------	----------

Straits:

Gibraltar	Bering	English Channel	Magellan	Dardanelles
Bosporus	Hormuz	Formosa (Taiwan)	Malacca	Bab el-Mandeb

Islands/Groups of Islands:

Jamaica	Bahamas	Hispaniola	Borneo	Cyprus
Honshu	Greenland	Galapagos	Great Britain	Bahamas
Sicily	Crete	Sumatra	New Guinea	Puerto Rico
				Java

Peninsulas:

Yucatan	Iberian	Scandinavian	Balkan	Malaysian
Arabian	Sinai	Horn of Africa	Crimean	

Countries/Regions of Interest:

USA	Germany	Kuwait	Vietnam	Tunisia
Mexico	Denmark	United Arab Emirates	Laos	Sudan
Canada	Poland	Saudi Arabia	Mongolia	South Sudan
Cuba	Italy	Lebanon	Singapore	Mozambique
Panama	Bosnia	Israel	Thailand	Niger
Colombia	Serbia	Syria	Cambodia	Mali
Peru	Hungary	Pakistan	Malaysia	Angola
Brazil	Czech Republic	India	Kenya	Nigeria
Argentina	Slovenia	Bangladesh	Tanzania	South Africa
Venezuela	The Netherlands	China	Uganda	Ethiopia
Spain	Russia	Japan	Somalia	Lesotho
Portugal	Ukraine	Indonesia	Egypt	Darfur
France	Turkey	Australia	Libya	Kosovo
Switzerland	Iran	New Zealand	Rwanda	Chechnya
Greece	Afghanistan	North Korea	Central African Republic	Kurdistan
Austria	Iraq	South Korea	DRC	Gaza Strip
				Tibet
				Quebec

**Helpful sites: World Atlas App, <http://lizardpoint.com/geography/>

Part 2: Essay Reading and Questions

In his essay, Charles F. Gritzner poses two essential questions: "Why Geography?" and "What is Geography?"

Read the attached essay entitled, "*Why Geography?*" and address the following prompts with a response of one paragraph each.

1. What is the importance of studying Geography – particularly as a Western-Urban-Industrial nation?
2. Identify the 5 Themes of Geography and use personal examples to explain each.

WHY GEOGRAPHY?

By Charles F. Gritzner

Journal of Geography 102: 90-91.

Contemporary Americans have access to an unprecedented quantity of information, and to sophisticated means of acquiring, disseminating, and analyzing this information. Yet, given these potential means of enhancing our geographic awareness and global understanding, most Americans--living in the Age of the Atom (or Satellite, or Computer, or. . .)--continue to possess little more than a "Stone Age" awareness of the world in which we live and upon which we depend for our very survival.

To individuals lacking a well-developed "mental map" of Earth's surface and its varied mosaic of physical and human conditions--the very heart and soul of geographic knowledge--the globe must appear as a fragmented and confusing hodgepodge of meaningless and unrelated phenomena. There is a world inhabited by faceless peoples and cultures that lack a proud heritage, bonding institutions and customs, and spatial dimensions. Places, to the geographic illiterate, lack characteristic features, essential contexts of location, and spatial relevance. Their world is composed of vague physical features and life sustaining environmental systems for which they lack appropriate terminology, valid mental images, or understanding of causative agents or processes. The geographic illiterate also lacks sufficient knowledge of human use potentials to render wise decisions relating to human use and conservation of our finite global natural endowment.

To persons with no understanding of geography, temporal events occurred in a spatial vacuum, with "history" and "geography" being unrelated in space and time. Such individuals, though constantly confronted by critical problems and issues, sadly lack reasoned criteria on which to base rational analyses, judgments, or attempts at resolution. To the geographically unaware, human differences often appear to be threatening and can constitute the basis for feelings of prejudice and acts of discrimination. Such individuals are prisoners of their own ignorance and provincialism. How poorly equipped they are to assume meaningful citizenship in the increasingly interdependent global community!

It stands as a rather sad and somewhat inexplicable indictment of this country's public priority and educational system that among the world's educated industrial societies, Americans rank among the least literate in geographic knowledge and, perhaps worse, curiosity. Examples of geographic "illiteracy" are numerous, as are the increasingly apparent and damaging consequences--be they social,

economic, political, military, or environmental--of our failure to provide citizens with adequate geographic training.

In most countries of the Western urban-industrial world (and in many Less-Developed Countries (LDCs) as well), geography constitutes the "core" of the social science curriculum. The United States is unique among these nations in relegating geography to a relatively minor role in both the elementary and secondary curriculum. Although considerable progress has been made in terms of enhancing geography's position in the curriculum during recent years, it remains a sad and somewhat shocking indictment of our educational priorities that most of the world's educated people are much better informed about the world (and often about the United States!) than are the majority of our own citizens!

In an increasingly complex, troubled, and closely intertwined world community of cultures and nations, Americans simply do not know much about our global neighbors (or, for that matter, about even ourselves in a geographic sense). We have little understanding of, or feeling for, their lands and peoples, their resources, capabilities, or attainments; we are ignorant of their cultural similarities and differences, of their hopes and dreams, and of their problems and needs. Perhaps of greatest importance, we fail to understand how important they have become to us and we to them. How can Americans expect to maintain a position of leadership, strength, and respect within a world of nations about which we know--and seemingly care--so little?

Now, more than ever, citizens can ill-afford to remain ignorant of the world about us. The compression of time and space resulting from the technological "explosion" has placed even our most remote neighbors at our very doorstep. It is essential that all Americans understand and appreciate their role and responsibility in an increasingly complex global community. Each of us must be aware of Earth's fundamental physical and cultural patterns; its key locations and divisions; and its primary networks and systems. We also must understand our planet's basic areas of production and consumption, its major spatial interrelationships, and conflicts.

Geography is the ancient and time-honored field of study that can best provide the essential training needed to ensure that our citizens are prepared to assume responsible and enlightened leadership in the complex and demanding global community of the 21st century.

T. S. Eliot wrote, "We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and to know the place for the first time." We must think globally and act locally. By better knowing the world about us, we come to better know ourselves."

WHAT IS GEOGRAPHY?

Defining geography is no easy task. Indeed, few fields of study seem to be more "fuzzy" in the minds of laymen and educators. Many people confuse geography with geology; after all, both sciences share a common interest in *geo* (Earth) and the distinction between *graphy* (Greek: to write about, or describe) and *logy* (Greek: to discourse, or speak about) seems rather insignificant! Others believe that geographers are people who travel to exotic places, take beautiful photographs, and publish accounts of their adventures in the National Geographic Magazine. Still, others associate geography with the laborious and sterile memorization of states, capitals, the length of rivers and height of mountains, and leading products of the world's places.

Perhaps the most commonly held perception of geographers is our fascination with maps and what they can tell us about places. To the trained geographer, most of the foregoing seems somewhat strange! After all, as a recognized body of knowledge and as a unique methodology used in studying the varied physical and human features of Earth's surface, geography is hardly the "new kid on the block." In fact, geography is the most ancient of the existing sciences! Its origin is traced to ancient Greek Cosmography (The comprehensive study of Earth and the Cosmos), and the term geography (first used by the Greek scholar Eratosthenes in ca. 200 BC) has been around for more than 2,200 years!

Actually, there are many definitions of geography. Although geographers may not always agree on a single definition of their field of study, a considerable amount of agreement exists within our community concerning the fundamental nature of this unique discipline. Most simply stated, geographers study what is where, why there, and why care? in regard to the varied features--both physical and human--of Earth's surface. Application of the geographic (spatial) method helps one better understand the complex and seemingly bewildering distribution of Earth's features, conditions, interrelationships, distributions, and patterns.

One of the most fundamental assumptions of geographic study is that once a particular feature, or set of features, is spatially depicted (mapped), the resulting pattern(s) can be explained by identifying and analyzing various processes and interrelationships which, functioning through time and space, have contributed to their occurrence. Obvious examples include the relationship that exists between a particular type of climate and its associated vegetation, animal life, water features, soil, erosional and depositional landforms, and land use potential; and in human geography the relationship between a culture and its associated economic activity, technology, belief and communication systems, social customs, diet, perceptions, and landscape imprint.

In teaching, geographic information can be integrated using five concepts or themes: location (position on Earth's surface), place (physical and human features and conditions), interaction (the ways in which humans culturally adapt to, use, and change Earth's natural environments), movement (uneven flow of natural elements, people, materials, and ideas), and region (areas in which one or more conditions are similar).

Only by understanding past events, processes, interrelationships, and patterns can one fully understand those agents that have contributed to the evolution of contemporary features, conditions, and distributions.

Finally, geography is a dynamic science. It has been called "Learning for living."

GEOGRAPHY'S "FIVE THEMES"

The word "geography" conveys a rather fuzzy image to many Americans. When thinking "geography," many things may come to the non-geographer's mind. To many people, geography connotes the laborious memorization of states, capitals, leading products, and other trivial data. When taught as geo-trivia, the subject becomes a load on the memory, rather than a meaningful light in a student's mind. Others, particularly many teachers of history and social studies, restrict the meaning of geography to aspects of Earth's physical elements--its landforms, weather and climate, plant and animal life, water features, and so on. In still other instances, "teaching geography" simply means occasionally using wall maps to point out the location of places.

Geographic educators are sensitive to the fact that the science suffers from limited public understanding. When the nature of geography is not known and the vital contributions of geographic awareness remain vague to educators, geography is diminished as a classroom subject. Paradoxically, while geography thrives in the nation's colleges and universities, the subject has languished in the American school curriculum during most of the 20th century. Much of the problem can be attributed to geographers' inability--at least until recently--to present a clear, concise, and relevant agenda for their discipline as a classroom subject.

Geography is somewhat unique among the sciences. Similar to history, geography is a field of study based on a distinct way of organizing and analyzing information, rather than on the study of a particular phenomenon, or a discrete body of information. Historians use the temporal methodology in asking "when"; Geographers employ a spatial methodology, asking "where?" in reference to places and conditions on Earth's surface.

Most geography educators recognize the futility of an attempt to teach the world (or any area thereof) in factual detail. Geography instruction, to be most effective, must focus on the development of geographic concepts and fundamental skills such as map reading. Founded on this conviction, a Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers was formed in the early 1980s. It was this committee that developed guidelines for teaching geography as a dynamic, conceptually based science, *Guidelines for Geographic Education: Elementary and Secondary School* (1984). The landmark publication presented five fundamental themes (concepts) that are foundational to the teaching and learning of geography: location, place, interaction, movement, and region.

The five themes help answer questions that are essential to understanding the complex mosaic of spatial patterns formed by the distribution of Earth's varied natural and human features.

Location answers the question "**Where is it?**" with reference to the specific or relative position of places on Earth's surface. Where are you at this moment? In how many ways can your location be described? As teachers, we are constantly describing the location of places. In so doing, we are using the most basic of all geographic concepts.

Place helps answers the question "**What is there? What is it like?**" Features and conditions of place--both physical and human--give meaning and character that set each place on Earth's surface apart from all others. What are the major natural features where you live? How would you describe the population and settlement patterns in your area? How are the land and other resources used? What aspects of culture--language, religion, social patterns, political system, and economic activity--are important there?

Understanding interaction between cultures and the natural environments they occupy often helps to explain the nature of places, "**Why is it like this?**" All places have certain advantages and disadvantages for human land use and settlement. Each culture establishes its own unique relationship to the physical Earth. Each human group, based on its needs, tools and skills, and perceptions, culturally adapts to, uses, and modifies the natural environment in some way. In so doing, it creates its own distinct imprint on the land, the cultural landscape. In what chief ways have we culturally adapted to our natural environment? What are our important resources? Do we use the environment in the same way as did earlier residents of the area? How have we changed the natural environment?

Movement explains "**How are places connected or linked?**" What comes and what goes, from and to where, and why? The concept establishes the importance of flow and linkages as people, ideas, resources, commodities, and other elements move from place to place over the earth. How is movement important to your community? What patterns of movement are evident within your area of residence?

Finally, the concept of region addresses the question, "**How can places be grouped?**" Regions are the basic unit of geographic study. In terms of organizing and analyzing data, they are to the geographer what the period or era is to the historian--a means of simplifying the classification of information and placing it in manageable units. In what major regions is your area included?

Whether teaching geography, history, global studies, or social studies, the five geographic themes provide a sound conceptual framework for the study of Earth's diverse physical and human conditions.

Part 3: Free Choice Book

When we think about a place, any place, we visualize more than just location; we also think about what that place contains—or what we *think* that place contains. Geographers refer to this mental picture as *sense of place*.

Two of the abiding themes in human geography are *sense of place* and *interaction* with and within the natural environment. To that end, the books in the following list evoke a strong sense of place, are rich in description of place, and leave you with a strong sense of what that place is like in terms of both tangible and intangible characteristics. The key is the author’s ability to create a rich picture of a place using words.

<p><i>Cry, the Beloved Country</i> by Alan Paton <i>Crossing the Line</i> by Alexandra Powe-Allred <i>Nothing to Envy</i> by Barbara Demick <i>Sunrise over Fallujah</i> by Walter Dean Myers <i>Chanda’s Wars</i> by Allan Stratton <i>Call of the Wild</i> by Jack London <i>Baghdad Without a Map</i> by Tony Horwitz <i>Hungry Ghost: Mao’s Secret Famine</i> by Jasper Becker <i>The Heavenly Man</i> by Brother Yun and Paul Hattaway <i>Chasing the Dragon</i> by Jackie Pullinger <i>Whose Child is This</i> by Bill Wilson</p>	<p><i>Fast Food Nation</i> by Eric Schlosser <i>The Water is Wide: A Novel of Northern Ireland</i> by Elizabeth Gibson <i>End of the Spear</i> by Steve Saint <i>Outback</i> by Robin Stevenson <i>Behind the Beautiful Forevers</i> by Katherine Boo <i>The Cross and the Switchblade</i> by David Wilkerson <i>No. 1 Ladies’ Detective Agency</i> by Alexander McCall Smith <i>City of Joy</i> by Dominique Lapierre <i>Left to Tell</i> by Immaculee Ilibagiza <i>I am Malala</i> by Malala Yousafzai</p>
---	---

**I recommend purchasing the book you want to read so you can make notes in the margins, highlight, and underline to your heart’s content!

For your free-choice summer reading, select one book from the list above. As you read, pay attention for details that create a strong sense of place and describe how people interact with their natural environment to develop cultural uniqueness.

*Use your understanding of sense of place and interaction to complete the chart on the next page:

Your Assignment for Part 3:

As you read your Free Choice Book, fill in the chart below with details from the book. You are trying to identify evidence of the five themes of geography (mentioned in the article by Charles F. Gritzner)

Theme:	Details from the book	Page #s
Place		
Region		
Movement		
Location		
Interaction		

**Bring your summer assignment to class on the opening day of school. You will be given an additional task.