

AP Human Geography Summer Assignments 2016

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We are so excited that you will join us in learning about Human Geography. This subject is informative, challenging and will make you aware of the amazing complexity of our world. It is also a clarion call to make **you** an agent of change in the world. We will also work together to be ready for the AP Human Geography test on **FRIDAY, MAY 12, 2017**.

Complete **all** 5 Activities below before class begins on August 23rd.



Activity ONE: Video clips and information to create a Human Geography mindset

Watch the following video clips complete the activity that accompanies the video.

1. Where the Hell is Matt?

<https://www.youtube.com/watch?v=Pwe-pA6TaZk>

Locate and label at **LEAST 45 places Matt danced** (there are 72 of them), on the world map on the next page. You **MUST** place the city exactly where it goes, whenever possible.

2. Move, Eat, Learn by Rick Mereki

<https://www.youtube.com/watch?v=o9l4jPHP7IY>

For this very fun video, just write an observation about what Rick and his camera crew did as they traveled around the world. What does it make you think about the world?

3. Are you Typical?

<https://www.youtube.com/watch?v=4B2xOvKFFz4>

- 1.) Describe all of the physical and cultural characteristics of the world's most typical person
- 2.) By 2030, from what country will the world's most typical person come from?
- 3.) The video also talks about life expectancy - specifically how a woman in Japan lives an average of 86 years, while the life expectancy for an Afghan woman is 45 (41 year difference)! Why do you think that there is such a difference in the life expectancy of women based on geographic differences?

4. If the World Were a 100 People

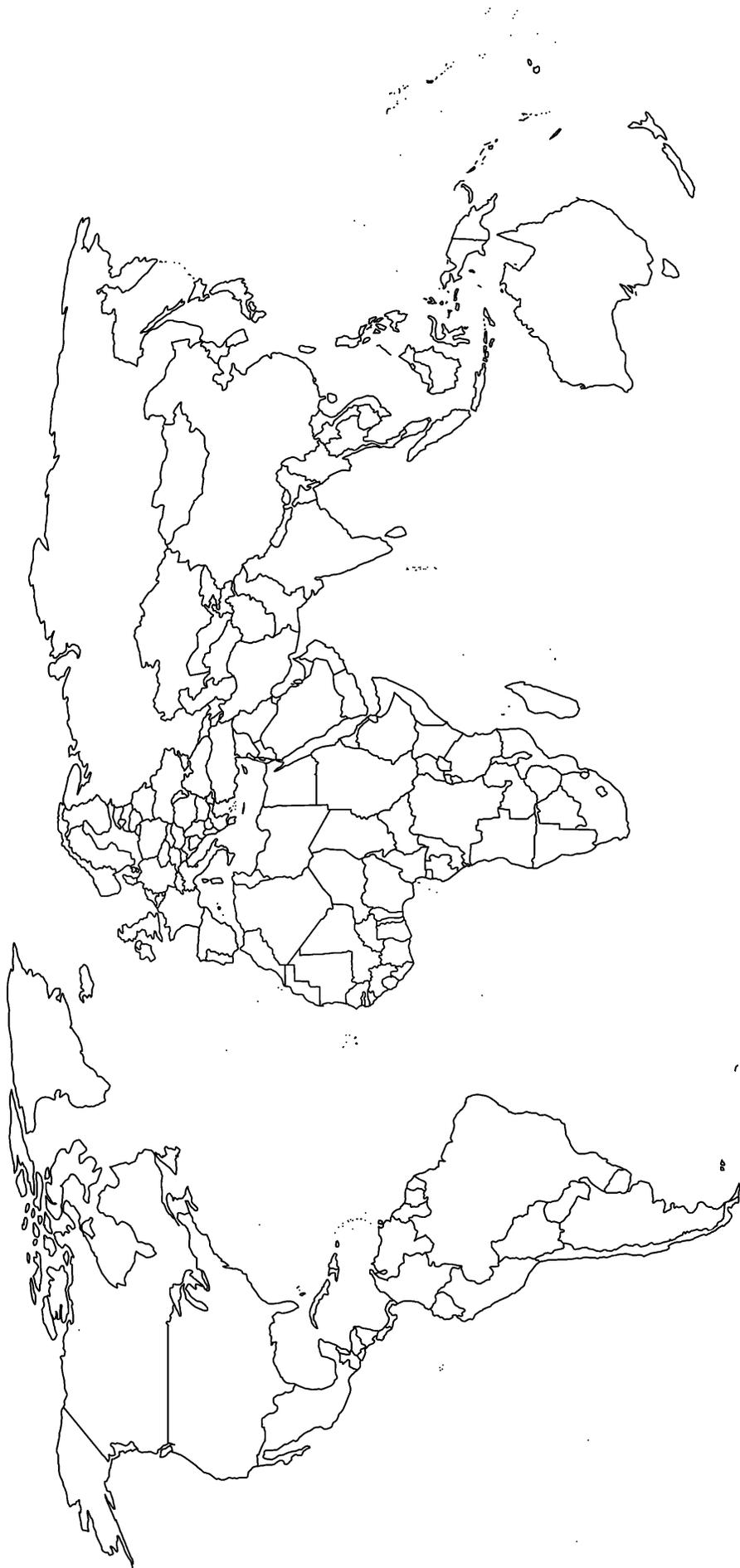
<https://www.youtube.com/watch?v=QFrqTFRy-LU>

For this video, simply write a paragraph or two about the statistics identified. What does it make you think about the world?

5. Map Projections

<https://www.youtube.com/watch?v=vVX-PrBRtTY>

What is wrong with the Mercator Map projection? Address size, and social equality. (At least a paragraph)



Activity TWO: Geography Reading: Globalization

Read the following article and answer the questions at the end on your own paper.

One of the major themes of the course is the topic of globalization – a term that is used very often and has multiple meanings. For our purposes, let's define globalization as the interconnectedness of different places in the world. This means that various places on Earth that were once isolated from one another now interact, sometimes on a daily, or even hourly, basis. This interaction can be between individuals (imagine 2 people in different countries communicating via Twitter or Facebook) or between countries in one of the following ways:

- Economic (trade, multi-national corporations like McDonald's or Wal-Mart)
- Political (warfare, organizations like the United Nations, NATO, or the European Union)
- Social/Cultural Elements/Values (clothing, music, social media, language, food, and other cultural elements)

Now read the following article, "How India Became America" and answer the questions based on the article:

How India Became America - By AKASH KAPUR (*New York Times* - March 9, 2012) Akash

Kapur is the author of the forthcoming "India Becoming: A Portrait of Life in Modern India."



Shoppers in the Express Avenue mall, the largest in Chennai, Pondicherry, India

ANOTHER brick has come down in the great wall separating India from the rest of the world. Recently, both Starbucks and Amazon announced that they would be entering the Indian market. Amazon has already started a comparison shopping site; Starbucks plans to open its first outlet this summer.

As one Indian newspaper put it, this could be "the final stamp of globalization."

For me, though, the arrival of these two companies, so emblematic of American consumerism, and so emblematic, too, of the West Coast techie culture that has infiltrated India's own booming technology sector, is a sign of something more distinctive. It signals the latest episode in India's remarkable process of Americanization.

I grew up in rural India, the son of an Indian father and American mother. I spent many summers (and the occasional biting, shocking winter) in rural Minnesota. I always considered both countries home. In truth, though, the India and America of my youth were very far apart: cold war adversaries, America's capitalist exuberance a sharp contrast to India's austere socialism. For much of my life, my two homes were literally — but also culturally, socially and experientially — on opposite sides of the planet.

All that began changing in the early 1990s, when India liberalized its economy. Since then, I've watched India's transformation with exhilaration, but occasionally, and increasingly, with some anxiety.

I left for boarding school in America in 1991. By the time I graduated from high school, two years later, Indian cities had filled with shopping malls and glass-paneled office buildings. In the countryside, thatch huts had given way to concrete homes, and cashew and mango plantations were being replaced by gated communities. In both city and country, a newly liberated population was indulging in a frenzy of consumerism and self-expression.

More than half a century ago, R. K. Narayan, that great chronicler of India in simpler times, wrote about his travels in America. "America and India are profoundly different in attitude and philosophy," he wrote. "Indian philosophy stresses austerity and unencumbered, uncomplicated day-to-day living. America's emphasis, on the other hand, is on material acquisition and the limitless pursuit of prosperity." By the time I decided to return to India for good, in 2003, Narayan's observations felt outdated. A great reconciliation had taken place; my two homes were no longer so far apart.

This reconciliation — this Americanization of India — had both tangible and intangible manifestations. The tangible signs included an increase in the availability of American brands; a noticeable surge in the population of American businessmen (and their booming voices) in the corridors of five-star hotels; and, also, a striking use of American idiom and American accents. In outsourcing companies across the country, Indians were being taught to speak more slowly and stretch their O's. I found myself turning my head (and wincing a little) when I heard young Indians call their colleagues "dude."

But the intangible evidence of Americanization was even more remarkable. Something had changed in the very spirit of the country. The India in which I grew up was, in many respects, an isolated and dour place of limited opportunity. The country was straitjacketed by its moralistic rejection of capitalism, by a lethargic and often depressive fatalism.

Now it is infused with an energy, a can-do ambition and an entrepreneurial spirit that I can only describe as distinctly American. In surveys of global opinion, Indians consistently rank as among the most optimistic people in the world. Bookstores are stacked with titles like "India Arriving," "India Booms" and "The Indian Renaissance." The Pew Global Attitudes Project, which measures

opinions across major countries, regularly finds that Indians admire values and attributes typically thought of as American: free-market capitalism, globalization, even multinational companies. Substantial majorities associate Americans with values like hard work and inventiveness, and even during the Iraq war, India's views of America remained decidedly positive.

I HAVE learned, though, that the nation's new American-style prosperity is a more complex, and certainly more ambivalent, phenomenon than it first appears. The villages around my home have undeniably grown more prosperous, but they are also more troubled. Abandoned fields and fallow plantations are indications of a looming agricultural and environmental crisis. Ancient social structures are collapsing under the weight of new money. Bonds of caste and religion and family have frayed; the panchayats, village assemblies made up of elders, have lost their traditional authority. Often, lawlessness and violence step into the vacuum left behind.

I recently spoke with a woman in her mid-50s who lives in a nearby village. She leads a simple life (impoverished even, by American standards), but she is immeasurably better off than she was a couple of decades ago. She grew up in a thatch hut. Now she lives in a house with a concrete roof, running water and electricity. Her son owns a cellphone and drives a motorcycle. Her niece is going to college.

But not long before we talked, there had been a murder in the area, the latest in a series of violent attacks and killings. Shops that hadn't existed a decade ago were boarded up in anticipation of further violence; the police patrolled newly tarred roads. The woman was scared to leave her home.

"This is what all the money has brought to us," she said to me. "We were poor, but at least we didn't need to worry about our lives. I think it was better that way."

Hers is a lament — against rapid development, against the brutality of modernity — that I have heard with increasing frequency. India's Americanization has in so many ways been a wonderful thing. It has lifted millions from poverty, and, by seeding ideas of meritocracy and individual attainment into the national imagination, it has begun the process of dismantling an old and often repressive order. More and more, though, I find myself lying awake at night, worrying about what will take the place of that order. The American promise of renewal and reinvention is deeply seductive — but, as I have learned since coming back home, it is also profoundly menacing.

Questions: (Remember, this is your first introduction to your teacher. You will want to feature your best effort.)

1. Describe, in detail, the different ways that the author claims that India is becoming more Americanized (this is spoken about throughout the entire article).
2. Towards the end of the article, the author describes the Americanization of India as "...more complex...than it first appears." – describe his feelings.
3. (OPINION QUESTION) – Based on the article and your own feelings, describe how globalization of culture (being exposed to different types of food, clothing, religions, languages, technology, dress, etc.) can be both positive and negative for individuals and their cultures.

Activity FOUR: Map Quiz preparation

You will notice that in Activity Three, you were expected to know which state was which. The names of the states were not included in the maps. It is the expectation of the College Board in writing the AP Human Geography test, that students have a good understanding of where places are. With that in mind, we expect you to increase your knowledge of place name geography prior to class, as much as possible.

Expect a United States map test in the first or second week of school. You will be tested on your knowledge of all 50 states, and the District of Columbia. The website, Sheppard Software is a good place to study for the quiz.

<http://www.sheppardsoftware.com/Geography.htm>

In addition, use the blank world map set attached to this summer assignment to complete the mapping activity that follows. Place the following locations on the individual maps.

1. On the blank North America map:

- a. Label all 50 states (only 49 are shown on the map. You can leave off Hawaii.)
- b. The District of Columbia.
- c. All countries that border the US.
- d. The 10 Provinces, and 3 Territories of Canada.
- e. Label major bodies of water – Atlantic Ocean, Pacific Ocean, Arctic Ocean, Gulf of Mexico, Caribbean Sea, Gulf of California, Great Lakes (name them), Baffin Bay, Hudson Bay, Gulf of St. Lawrence.

2. On the blank South America map:

- a. Label all 13 countries in South America
- b. Shade in the 2 landlocked countries.
- c. Trace the course of the Amazon River in blue.
- d. Label the Falkland Islands (British)
- e. Label major bodies of water – Atlantic Ocean, Pacific Ocean, Caribbean Sea.

3. On the blank Africa map:

- a. Label all 54 independent, sovereign countries, and Western Sahara, which is disputed.
- b. Shade in red, all the current countries that were British colonies.
- c. Shade in blue, all the current countries that were French colonies.
- d. Shade in green, all the current countries that were Portuguese colonies.
- e. Shade in yellow or orange, the two current countries that were never colonized. (Ethiopia and Liberia.)
- f. Label major bodies of water – Atlantic Ocean, Indian Ocean, Mediterranean Sea, Red Sea, Mozambique Channel.

4. On the blank Middle East map:

- a. Label all countries with a dot. Shade Syria in red. Shade Iraq in blue. Shade Saudi Arabia in green.
- b. Label Israel, Kuwait, Bahrain, and Cyprus (no dots). Shade Israel in yellow.
- c. Label major bodies of water – Indian Ocean, Mediterranean Sea, Red Sea, Arabian Sea, Caspian Sea, Persian Gulf.

5. On the blank South Asia map:

- a. Label Afghanistan, Bangladesh, Bhutan, India, Myanmar (Burma), Nepal, Pakistan, Sri Lanka, Tajikistan, Thailand, Turkmenistan
- b. Trace the course of the Ganges and Indus Rivers in blue.
- c. Shade in the area of the Himalaya Mountain Range.

6. On the blank East Asia map:

- a. Label China, Japan, Korea, North and South, Mongolia, Taiwan
- b. Trace the course of the Huang He (Yellow) and Yangtze Rivers in blue.
- c. Identify and label the Chinese cities of Beijing, Chongqing, Guangzhou, Hong Kong, Shanghai, Shenzhen.
- d. Identify and label the cities of Kyoto, Osaka, Pyongyang, Seoul, Taipei, Tokyo,
- e. Label major bodies of water –Pacific Ocean, East China Sea, Sea of Japan, Yellow Sea, South China Sea.

7. On the blank Europe map:

- a. Identify and label all the countries in Europe. (Be careful. Some countries are in more than one place. For example, France also includes the island of Corsica in the Mediterranean Sea.)
- b. Shade the island of Great Britain red.
- c. Shade all the countries (28) in the EU in blue.
- d. Identify all the countries that used to be a part of the Soviet Union. (Some of them will be the same as countries in the EU.)
- e. Identify and label the following major European cities: London, UK; Paris, France; Lisbon, Portugal; Madrid and Barcelona, Spain, Rome, Naples and Milan, Italy; Vienna, Austria; Berlin, Germany; Athens, Greece; Moscow and St. Petersburg, Russia; Stockholm, Sweden; Amsterdam, Netherlands; Copenhagen, Denmark; Brussels, Belgium.
- f. Label major bodies of water –Atlantic Ocean, Mediterranean Sea, Black Sea, North Sea, Baltic Sea, Tyrrhenian Sea, Adriatic Sea, Aegean Sea, Bay of Biscay, English Channel.

Activity FIVE: Materials needed for class

Try to purchase an *inexpensive* copy of *An Introduction to Human Geography* by James Rubenstein. You can find an inexpensive copy of an early edition (8th) of the book on Amazon. (Some of those used books sell for a penny!) Below is a link that will get you started:

http://www.amazon.com/Cultural-Landscape-Introduction-Human-Geography/dp/0131429396/ref=sr_1_2?s=books&ie=UTF8&qid=1337788243&sr=1-2

You will need a three ring binder for this class. Make sure that it is big enough for all of the materials you will get in a year. You can also prepare your binder with tabs for the units that we will study:

1. Maps and Map quizzes
2. The Nature of Geography
3. Population and Migration
4. Cultural Geography
5. Political Geography
6. Agriculture
7. Economic Geography
8. Urban systems
9. Free Response practice